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ABSTRACT

Recent developments and problems in the eradication of illiteracy in Asia and Oceania are reviewed in this conference report. Literacy is a critical issue because more than half of the region's population is illiterate, and social and economic development cannot progress when the literacy rate is so low. In an effort to improve the situation, most of the region's countries are implementing national literacy programs instead of small pilot programs. In order to motivate learner interest, program content is related to local issues and instruction is available in the mother tongue even when it is not the national language. Follow-up activities are provided to ensure that learners will continue to use their literacy skills. Training of instructors emphasizes use of all possible human resources from the community: these include community leaders, classroom teachers, and development agents. There is a critical need for useful research in areas such as learner motivation, structural complexity of certain languages, and effectiveness of introducing literacy programs at different stages in a country's development. Recommendations for the future success of literacy programs include national planning mechanisms, cooperative research projects, and development of a network of national centers for research and training. (AV)

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Research and training in LITERACY IN ASIA AND OCEANIA

Report of a Regional Panel of Experts
New Delhi, 19-25 September 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CORRIGENDUM

Page 51, second paragraph, second sentence. The sentence should read as follows: The statistics indicate that, during the years 1970-1977, only 37 per cent of the boys and 8 per cent of the girls of school age were enrolled in schools.

Page 68, beginning of third paragraph. For Literacy progress was *read* Literacy activities were

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INTRODUCTION

In pursuance of Resolution No. 1.191 adopted by the General Conference of Unesco at its Nineteenth Session, a Meeting of the Regional Panel of Experts for Research and Training in Literacy in Asia and Oceania was held at New Delhi from 19-25 September 1978. The Meeting was organized by the Unesco Regional Office for Education in Asia and Oceania in collaboration with the Government of India, and was attended by the participants from 11 Member States of the Asia and Oceania region in which illiteracy is still a continuing problem (List of Participants - Annex IV). The terms of reference of the Meeting were:

1. To review the recent developments in the field of literacy in the participating countries.
2. To study the experiences of the participating countries in regard to the training of personnel of the literacy programmes and their needs and problems in relation thereto.
3. To study and review the research needs related to practical problems arising from literacy programmes.
4. To make recommendations for promoting regional co-operative programmes in training and research in literacy.

Inauguration of the Meeting

The inaugural session of the Meeting took place on 19 September 1978, at Vigyan Bhavan, New Delhi.

Mr. A. Chiba, Deputy Director, Unesco Regional Office for Education in Asia and Oceania welcomed the participants and explained the objectives of the Meeting.

His Excellency, the Union Education Minister of India, Dr. P.C. Chunder gave the inaugural address.

He expressed happiness to have the opportunity to inaugurate the Meeting and thanked Unesco for holding the Meeting in India. He explained that India is attaching great importance to three programmes, i.e. Universalization of Primary Education, National Adult Education Programme and Non-Formal Education as a package. He, however, pointed out that there are numerous problems in the implementation of the programmes. Lack of motivation for literacy, problem of drop-outs, multiplicity of languages and lack of paper for the production of reading materials, are some of the problems which need to be solved.

He drew the attention of the participants to the fact that most of the countries in the Asia and Oceania region have common problems

and he hoped that this Meeting will provide an opportunity to the participants to learn from each other's experiences in literacy. (Text of the addresses - Annexes II and III)

Organization

At the first plenary session, the Meeting unanimously elected Mr. Anil Bordia (India) as Chairman; Dr. Tongyoo Kaewsaiha (Thailand) and Mr. Mohammad I. Sayeq (Democratic Republic of Afghanistan) as Vice-Chairmen; and Mr. Pedro Ronduen (Philippines) and Mr. Sadequr Rahman (Bangladesh) as Rapporteurs.

The Meeting was held in six plenary sessions and four group sessions.

In the first three plenary sessions, the Meeting reviewed the recent developments in the field of literacy in the participating countries, and discussed the major problems and issues in the field of training of literacy personnel and research in literacy.

The Meeting established two Working Groups: Group A to study the experiences, problems and issues in regard to the training of literacy personnel, and Group B to study the research needs related to practical problems arising from literacy programmes.

The reports of the Working Groups were considered in the fourth plenary session, and the fifth plenary session formulated recommendations for strengthening the literacy personnel training programmes and research capabilities at national level and for the promotion of co-operative programmes in training and research in literacy at regional and international levels.

The final report of the Meeting was adopted in the final plenary session.

The closing session of the Meeting was held on 25 September 1978 with Mr. P. Sabanayagam, Secretary of the Ministry of Education and Social Welfare, Government of India, as the Guest of Honour.

The participants placed on record their gratitude to the Ministry of Education and Social Welfare and the Directorate of Adult Education, Government of India, for hosting the Meeting, and to Unesco for convening the Meeting. The participants also expressed their appreciation to Unesco Regional Office for Education in Asia and Oceania and the International Institute for Adult Literacy Methods for their support and co-operation.

The Meeting unanimously adopted a resolution to convey a message of good wishes to the Government of India for the success of the National Adult Education Programme to be launched by the Government of India from 2 October 1978. (Annex V)

1. AN OVERVIEW OF THE LITERACY SITUATION IN ASIA AND OCEANIA

The Asia and Oceania region, the birth place of so many rich cultures and civilizations, is faced today with a massive and growing problem of illiteracy. More than half of the population of this region is still illiterate. Illiteracy has declined in relative terms, but constitutes a challenge bigger than ever before if one looks at the absolute numbers involved. Recently literacy drives, and fast growing elementary education, have reduced the percentage of illiterates in the region from 66 per cent in 1960 to 58 per cent in 1970. However, their absolute number has actually increased from 307 million in 1950 to 355 million in 1970.

The countries in the region vary in terms of literacy percentage; some have already achieved universal literacy, whereas others are facing the problem of illiteracy as a very grave menace to their development. The countries which are facing the problem of illiteracy are classified into three categories in terms of their literacy percentage. The countries with high illiteracy rates (over 66 per cent) are Democratic Republic of Afghanistan, Bangladesh, India, Iran, Lao People's Democratic Republic, Nepal, Pakistan and Papua New Guinea. The countries with medium illiteracy rates (33 per cent to 66 per cent) are Burma, Indonesia, Socialist Republic of Viet Nam and the countries with low illiteracy rates (less than 33 per cent) are Philippines and Thailand.* This grouping had been done on the basis of earlier data. But recently all the countries in the region have been intensifying the struggle against illiteracy. The percentage of illiteracy has gone down considerably in some countries, and as a result, changes will also occur in the grouping of the countries.

Up-to-date statistical data on literacy are not available for all countries of the region. Even the data that are available, are not always such as could be rendered into comparative form, and in many cases they are out-of-date.

However, the analysis of available data clearly indicates that there is a visible relationship between development and literacy within a country. Extensive disparities persist in most countries in the literacy levels of men as against women, as well as between rural and urban populations. As a result of this, the gap between the urban and rural populations, and between the privileged and the underprivileged has been widening, with serious repercussions for the socio-economic development.

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* *Literacy in Asia: a continuing challenge;* Report of a Regional Experts Meeting, Unesco, Bangkok, 22-28 November 1977.

Research and training in literacy

Realizing the important role that literacy could play in accelerating the individual and overall development of society and its contribution towards narrowing the gap between privileged and underprivileged groups, countries in the region are currently engaged in a search for fresh approaches to the problem of combating illiteracy. Increasingly, literacy programmes are viewed as part of a broader effort to meet the learning and training needs of adults, and seek to involve the mass of the people in more effective roles than former practice envisaged. Such broad based mass literacy programmes at a national scale have been going on for some years in some countries and other countries are planning the implementation of such programmes in the near future.

As a significant step towards the intensification of the struggle against illiteracy, literacy experts of the region met in a Regional Literacy Experts Meeting in Bangkok on 22-28 November 1977. The meeting emphasized that the problem of illiteracy in the region was very grave and therefore the Member States should continuously study the situation and co-operate mutually to solve the pressing problems through joint efforts.

The commitment of Member States for combating illiteracy has been manifested in the Resolution No. 1.191 of Unesco's Nineteenth General Conference held in Nairobi in 1977. It is again reiterated and re-emphasized by the Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania held in Colombo in 1978.

2. RECENT TRENDS AND DEVELOPMENTS IN LITERACY PERSONNEL TRAINING AND RESEARCH

There is growing awareness among the countries, that illiteracy is recognized as a serious obstacle to the overall developmental efforts of the developing countries. Literacy is being provided a special place in policies and programmes for socio-economic development. The principles of new economic development strategies, that the common man should be a participant and beneficiary of the developmental process, would not be realized unless people, who are now illiterate, are made aware of and are able to participate fully in the developmental processes. A pre-condition of this participation is literacy.

As a consequence of the renewed interest in literacy, the training of literacy personnel of different categories, from literacy class instructors to literacy programme administrators, has become a specially important area which requires more attention.

In most countries of the region, literacy programmes have become, or are about to become, nation-wide programmes rather than pilot or experimental programmes. They have become programmes of national importance rather than peripherial activities.

Burma and the Socialist Republic of Viet Nam have been implementing nation-wide literacy campaigns for some years. Iran started the National Literacy Crusade in 1976 with an initial enrolment of 724,638 illiterates and is currently expanding the programme. India is launching the National Adult Education Programme from 2 October 1978, with a target of making over a 100 million people literate within five years. Indonesia is preparing to launch a massive programme which would involve some three million volunteers. Bangladesh has declared a policy to eradicate illiteracy and is developing plans to implement this policy. Thailand has already established the basis for expansion of its literacy programme. The Democratic Republic of Afghanistan has initiated actions which attempt to broaden the literacy programme both in context and magnitude, and eradicate illiteracy within two five-year plans.

Training of literacy personnel

This growth and expansion of literacy programmes in the countries of the region, present clear indications of magnitude of the problem in the training of literacy personnel. The problem now is not only to train hundreds, but hundreds of thousands of literacy instructors and other literacy personnel each year, so that they may be competent to man the large scale literacy programmes. All countries in the region consider this problem of great importance.

A further issue in all the countries is that, along with quantitative expansion, there is an equally important qualitative change - namely making a direct link between socio-economic development and literacy. Development-oriented functional literacy programmes which included social, cultural, political and economic development of the individual and the community, are without doubt the current emphasis. This more-complex educational design incorporates: (a) making people able to participate more in public life through increasing their awareness of conditions and causes of poverty, of rights and responsibilities, and of self-volition in action; (b) making people capable of producing more through improvement of their technical know-how related to their work; and (c) making people more able to communicate in regard to (a) and (b) through improving their abilities to read, write and compute.

It is assumed in these designs that (a) and (b) above will provide the sustained motivation to maintain (c), and thus solve the ever recurring motivation problems that plagued literacy programmes of earlier decades.

With these design considerations follow other departures from previous practice, such as a move to make people literate in their mother tongue when the national language is not the mother tongue of the particular learners concerned; and the inclusion of local-specific economic and social development content.

A third major dimension has also been added to the new programmes of literacy, in that the post-literacy activities for neo-literates are considered integral components of the total effort to eradicate illiteracy, and stems not only from the negative experiences of the earlier decades of the extinguishing of literacy through lack of functional practice, but also from the logic of relating literacy intimately to socio-economic development. This aspect, too, is reflected in the current programmes in the countries of the region.

These changes in the magnitude and qualitative aspects of literacy programmes have far-reaching implications for the training of literacy personnel. Among the more significant of these are the following types:

i) In order to cover the vast numbers of illiterates through literacy programmes, the countries in the region aim to mobilize all possible human resources from the community, and from governmental and non-governmental sources, as supervisors, organizers and instructors of the literacy programmes.

ii) The attributes of the development-focused learning content imply a range of knowledge, skills and attitudes needed to cope with actions for improving the quality of life of people. New and diversified roles for literacy personnel have emerged. The personnel working in literacy programmes are also organizers for the mobilization of community participation and resources for the literacy programmes; they are animators for motivating illiterates to join the

literacy classes; and they are educationists who could develop educational programmes on the basis of surveys and identification of needs and problems of the target populations. They are also classroom instructors for teaching language and occupational skills to the illiterates; and development agents for helping people to enhance their skills and know-how related to their life and livelihood.

iii) Drastic changes of methodology of interaction between the 'instructor' or 'facilitator' and the learner are strongly emphasized by all countries. In addition to problem solving techniques, peer and inter-learning, and 'learning to learn' from a variety of resources, an increasing use of indigenous modes of communication has been advocated, ranging from direct 'mouth-to-ear' communication to folk art forms such as puppetry and drama.

Unlike in the training of teachers for the formal school systems, training of literacy personnel is organized mostly by the agencies which implement the literacy programmes. Some universities and teacher training institutions still offer courses in adult education and in adult literacy, but the trend is towards governmental agencies undertaking responsibilities for training literacy workers of all categories. In Burma, the training of literacy instructors is done by the Organization Sub-committee of Central Literacy Committee; in India, the training of instructors is done by district or programme level organizers of the literacy programme or by voluntary organizations, under the guidance and supervision of the Directorate of Adult Education; in Iran, the National Centre for Adult Education and Training, and in Thailand, the Adult Education Division train literacy instructors. In other countries of the region, also, the literacy divisions of the governments undertake the training. This approach, no doubt, helps to make training relevant and practical. However, it has been repeatedly reported that the lack of adequate and appropriate training staff has been a serious hindrance.

Both for training and implementation, close co-operation and co-ordination with the different developmental agencies, like those for agriculture, co-operatives, health, social welfare, is essential. In many countries, serious problems of co-ordination exist in this respect.

The duration of training of literacy personnel is usually short. It varies from one week to two months in different countries in the region. The general experience of the countries is that the short training at the initial stage is not enough. Almost all countries have now adopted some form of follow-up training, either on the job or as refresher courses. Countries in the region are investigating a variety of modalities for providing such training and re-training such as through decentralized workshops and correspondence and other distance learning techniques.

Recently, as a result of the expansion and intensification of literacy activities in the countries in the region, training experts in literacy have been endeavouring to develop systematic and practical

training approaches and methods for the training of literacy personnel. One example in this direction is the organization of a series of seminars, workshops and meetings for the development of training strategies, approaches, methods and training materials. A number of countries have now developed handbooks, guidebooks, or manuals for the training of literacy personnel. Some countries have also developed training materials, including packages of media materials for the training of literacy personnel.

Research in literacy

The need for research in literacy programmes has now been widely recognized by all the countries represented at the Meeting. However, the actual situation varies widely.

The types of research undertaken have been identified as:

- action research;
- simple studies and surveys;
- formative research;
- applied research.

In many cases, researches have been inadequate and/or have contributed little, to the solving of practical problems in literacy and adult education.

Action research on functional literacy for community development, with linkages to other relevant agencies, has been undertaken in a few countries (Burma and Philippines). A nation-wide study of training programmes was undertaken in Iran in 1977. At present, the National Centre of Adult Education and Training in Iran, is undertaking a study of basic Persian vocabulary, and another on a comparative study of formal and non-formal education. Simple researches, like surveys about the general characteristics of villages, background of learners, characteristics and competencies of literacy instructors, and the main problems existing in the area, are now becoming quite common in the region. Research has been done on certain specific aspects of the literacy programmes such as reading ability, language and mathematical skills of literacy graduates; the literacy retention rate among functional literacy programme graduates; the literacy retention rate among both functional literacy and grade IV graduates residing in the communities with a village Newspaper Reading Centre (Thailand, Democratic Republic of Afghanistan). In Papua New Guinea, a pilot project is planned to set up five centres for vocational training for school leavers. Adult education experts located in centres in each province travel out to the community to assist villagers in specific areas determined by the local community. The Socialist Republic of Viet Nam reports that in the past years, scientific research at the service of literacy efforts showed great merit in its practicability, the results being progressively put into application as the research proceeded. Bangladesh has completed and published a research project entitled "Vocabulary of the Rural People of Comilla".

Increasing attention is being given to the preparation of appropriate guidelines and instruments, which include village information, problems survey, evaluation of teaching/learning materials, preparation of curriculum and their relevance to local problems and needs, bench mark surveys, monthly and quarterly progress reports, assessment of learning centres by village communities, case studies and management information systems (India, Pakistan, Burma, Indonesia, Democratic Republic of Afghanistan, Bangladesh, Philippines, Thailand and Socialist Republic of Viet Nam).

Field problems are beginning to provide the areas for research, such as lack of motivation on the part of the illiterates, literacy programmes not being relevant to the occupation or interests of the learners, ineffective teaching/learning methods, and poor quality of teaching/learning materials (India).

An important study that has been initiated in Iran deals with the relationship between the workers' attitude and its effect on their participation in literacy classes, reading interests, basic vocabulary counts for reading materials, effectiveness of literacy, motivation and teaching methods, financing, organization and administration.

Research has been included as an integral part of the plans of the Indian National Adult Education Programme.

The country reports showed that some countries are carrying out studies on drop-outs (Iran, Philippines). In these, emphasis has been given to the motivational factors, and also to the learning content, methodology, administration, relevance of the training in skills, and relevance of functional literacy.

The country reports do not indicate, at present, a research strategy that is comprehensively integrated into the total literacy programme at the three levels of operation, namely, field, sub-national and national, across all operations of the literacy programme.

Although a number of research activities ranging from formative aspects related to linguistics, to summative evaluative studies, have been reported by Member States, there seems to have been a lack of general or global strategy for research in literacy programmes, and a predominantly ad-hoc implementation of research to solve specific problems as they arose seems to be common. Recently, especially with the advent of a search for more relevant curricula, for interlinking literacy with socio-economic development, and with acceptance of the felt needs of the learners as a source for motivation, a variety of new research activities, mainly related to finding out needs, aspirations, constraints and socio-economic and cultural milieu in which the learners operate, have begun to appear. Techniques of less structured evaluation, including participatory evaluation, have also been visible. A considerable research effort has been focused on the design of new teaching/learning materials and methodologies.

3. TRAINING OF LITERACY PERSONNEL

As a result of renewed interest in the struggle against illiteracy, almost all countries in the region have been planning and implementing literacy programmes either on a selective or on a massive scale. It is the experience of the countries that the promotion of literacy is an activity which needs well-planned training programmes in order to equip various categories of literacy personnel with necessary skills and knowledge for the literacy programme. The Meeting felt that inspite of the some efforts in the countries to make literacy personnel training programmes more systematic, they still remained sporadic and peripheral in many cases. It is felt that without well planned literacy personnel training programmes, it would be very difficult to achieve the objectives of the literacy programme in the countries. Proper planning and development of literacy personnel training programmes involve the identification of key literacy personnel and designing of appropriate training programmes for them. In an attempt to develop new strategies, approaches and methods for the training of literacy personnel, the Meeting analysed the following trends, issues, problems and needs of the literacy programmes.

Trends in the field of literacy

While reviewing the country experiences, it was evident that many new trends are emerging in the field of literacy. Of these trends, the following six seem more prominent ones:

A. Broadening the concept of literacy.

B. Moving from selective to massive approach.

C. Increasing emphasis on management aspects of the programme.

D. Encouraging more community participation.

E. Increasing participation of the formal education system in literacy programmes, and

F. Emphasizing on voluntarism for the implementation of literacy programmes.

A. Broadening the concept of literacy

There was general consensus among the participants that the concept of literacy is no longer confined to the learning of 3R's. It now includes political, social, cultural and economic components. Emphasis on components other than literacy, however, varies from country to country. As a consequence of this the following operational implications for literacy personnel training have been identified.

Need for redesigning the training strategies

Recently literacy programmes have grown massive in scale and multidisciplinary in nature. Literacy programmes have become the concern of a variety of people from different strata and sections of the society. These new developments in literacy have given rise to the necessity for new strategies for the training of literacy personnel. In order to develop new strategies of literacy personnel training, the following priority problems need to be solved.

- Lack of appreciation of new concept of literacy;
- Lack of personnel with technical know-how for the training;
- Lack of training materials;
- Lack of inter-departmental co-operation;
- Lack of co-ordination leading to duplication of efforts and wastage of resources;
- Lack of adequate fund for the training

In order to solve these problems, urgent arrangements for the training of literacy personnel in the following areas should be attempted:

- Clarification of new concept of literacy;
- Planning and management of the literacy programmes including methods of inter-departmental co-operation and co-ordination;
- Development and utilization of indigenous capabilities in the form of people's participation and community resource mobilizations;
- Curriculum development;
- Materials preparation such as teaching/learning materials, mass-media materials, instructional and motivational materials.

Need for the identification of proper personnel for the literacy programmes and training them

The emerging concept of literacy is quite comprehensive. To implement such a concept, the programme needs the services of large numbers of people of both sexes, with varied backgrounds and experiences. Appropriate steps would thus need to be taken to identify, categorize and train them.

Since the requirements of literacy personnel is very large, there is a general tendency to assign this task to whomever is available, without taking into consideration their capabilities and expected roles to be performed. If the selection of personnel is not systematically planned, the programmes of adult literacy are likely to suffer qualitatively. There is a need to establish criteria which may ensure selection of proper types of personnel who would not just give technical inputs to the programme but would be committed to the cause of literacy. It was pointed out that very often the workers in the field of literacy leave their area of operation for alternative jobs. A suggestion was made that instructors/field level functionaries should have a stake in the locality in which they operate. Such persons are not likely to migrate from

the place of work for minor benefits. Commitment of literacy workers may also be developed through appropriate training programmes, provided the trainers themselves are committed to the programmes. On the whole, it could be said that one should not insist on academic and professional qualifications only for the selection of the personnel in the field of adult literacy. In fact, they should be selected on the basis of their commitments to the cause of literacy, their ability to communicate with the disadvantaged sections of the population and their understanding of the socio-cultural milieu of the community they intend to serve. Special efforts would need to be made to identify and recruit female adult literacy personnel in view of the gravity of the problem among female sections of the population and the scarcity of female workers in the field. This may require relaxation of the existing recruitment rules for literacy workers in many countries.

Categories of personnel involved in literacy programmes

The personnel (governmental/voluntary) identified for literacy programmes could broadly be classified into the following categories for the purposes of determining their training needs:

- Publicmen: This refers to political and social leaders, trade union workers and others who are likely to influence public opinion at national and local levels;
- Field functionaries: The nomenclature for field functionaries differs from country to country. There are generally three types of personnel involved in the literacy programme. The two functionaries common to all countries are instructors and supervisors. In addition to field functionaries directly responsible for adult literacy work, a large number of functionaries from allied agencies and institutions are also included in this category.
- Professionals: Personnel at all levels, from various disciplines, who are engaged in planning and implementing activities related to teaching/learning programmes are taken as professionals. The interpretation of their roles and responsibilities varies from country to country, and organization to organization within a country. However, there is a general consensus that the roles of these professionals in literacy are as guides, facilitators and mobilizers.
- Administrators: Personnel such as a head of an organization, senior-executives and managers who are directly or indirectly involved in the planning and/or management of literacy programmes are included in this category. They also need to be oriented in the philosophy and the objectives of the programme.

Apart from the groups enumerated above, large numbers of personnel (government/volunteer) are also participating in the literacy programmes in the countries according to their interests and capabilities. Appropriate training programmes would be needed for such personnel, so

that they would participate more systematically in the various aspects of the literacy programmes. Such training programmes would encourage and facilitate broader participation in the literacy programmes.

Kinds of training

The training may take different forms according to the needs of the programme for different categories of the personnel. It could be orientation, such as in the case of community leaders and administrators, or it could be in-depth long-term training as in the case of the training of teachers under a university degree programme. The situation in the participating countries reveals that the training can be: short-term or long-term, part-time or full-time, pre-service (initial) and in-service (on-the-job), or recurrent (retraining), depending on programme objectives, backgrounds of the trainees, expected roles and availability of time and finance.

One major problem identified in the area is the lack of availability of trainees for a long duration. The following are two suggestions offered for overcoming this difficulty:

- Initial training should be of short duration, followed by frequent recurrent training sessions.
- The initial training should be divided into three phases: pre-face-to-face, face-to-face, and post-face-to-face. The pre-face-to-face phase will normally include those elements of training which can be acquired through self-learning techniques such as correspondence, programmed instruction or modules. The face-to-face phase would be one needing intervention by experts. The post-face-to-face phase should primarily relate to practical work involving guidance in the application of theoretical knowledge acquired during earlier phases.

Content of training

The training content will be directly derived from the programme objectives, the roles which the personnel are expected to perform, and their backgrounds. These again will vary from country to country depending upon the concepts, philosophy, problems and needs of the country. One can, however, suggest certain common content areas for various categories of personnel.

- For publicmen: The role of the publicmen is seen as mainly that of a promoter of the programme and mobilizer of resources at national and local levels. It was considered appropriate to treat this group separately at the national/State/district/village levels. The content of the training for this category of personnel at the national and sub-national levels is suggested as follows:
  - national and international dimension of illiteracy,
  - philosophy and objectives of the programme;

- contribution of publicmen in the programme;
- collaboration with other developmental programmes.

The content for publicmen at the local level is suggested as follows:

- philosophy and objectives of the programme;
- dimensions of the programme at the local level;
- implementation mechanism (village and district levels) of the programme;
- the process of the development of the programme at the local level;
- other developmental programmes in the area; other human resource development activities including population education, environmental education.

- For field level functionaries: All field-level functionaries have to understand objectives, philosophy, dimensions (coverage and financial outlay), people and organizations involved, problems, issues and constraints related to the implementation of the programme. The contents mentioned above, in fact, are needed for all the functionaries of the programme. The training of the field functionaries should have the following important aspects, irrespective of their levels:

  - increased awareness of the social, cultural, political and economic reality of the country or area of their immediate operations;
  - teaching methods and communication techniques including the use of mass media;
  - skills in group functioning and mobilization;
  - knowledge of welfare and development programmes at the local levels;
  - other human resource development activities including population education, environmental education.

- For professionals: The suggested content areas for this group are as follows:

  - philosophy, concept, objectives and dimension of literacy programmes;
  - agencies and people involved, and resources available;
  - problems, issues and constraints related with literacy at different levels;
  - other human resources development activities including population education, environmental education.

- For administrators: The suggested contents for the administrators are as follows:

  - objectives and philosophy of the programme;
  - dimensions of the programme (coverage and financial outlays)
  - contents of training prescribed at different levels;
  - people and agencies involved in the programme;

- implementation mechanism of the programme;
- contribution of administrators in the programme;
- other human resource development activities including population education, environmental education.

There was general consensus that the content of the training should be 'situation specific'. There is an urgent need to evolve a mechanism for incorporating the content in an inter-disciplinary manner in the literacy training curricula at all levels.

Methods of training

A general approach to training in adult literacy is that it should be participatory, and experimental, and should involve verbal contributions by each individual. There should be scope for exchange of experiences and learning from each other in the training programmes. Both the trainees and resource persons are supposed to act as resources at appropriate stages in the training programmes. Training at every level should be as close to field situations as possible. The training programmes should reflect those values which the literacy programme is supposed to inculcate among learners. Emphasis needs to be given to seminars, discussions, group activities, field experience, through actually working with the learners. Training methods and materials should be developed with the active involvement of the participants themselves. The training manual developed by Thailand is a good example of such a training strategy.

In addition to the methods suggested above, it is necessary to arrange inter-project/inter-country visits for all levels of functionaries, which will enable them to broaden their mental horizons. Internship and attachment to important projects/institutions of literacy working in the field is another approach which can be profitably used to make training more effective and practical.

Materials for training

The preparation of training materials needs to be decentralized in order to make them responsive to different situations. It is important to ensure that materials of the following types be developed and made available to the literacy functionaries:

- training manuals, monographs, programmed instruction materials;
- films; and
- suitable charts and posters.

Training materials could also be exchanged by different countries with the help of Unesco. Wherever it is found that a particular film, guide book on monograph is capable of wider application, such materials should be translated into languages of different countries and made available. There are very few films and monographs on training at present. The specific areas in which such films and monographs need to be made should be identified. There is also a need for exchange

of experience in this field. In addition, materials for use through mass media and for motivational campaigns also need to be developed.

Institutional requirements for training

The review of country experiences indicated ever-increasing demand for training in literacy. At the same time, the country reports highlighted the problems of lack of appropriate and sufficient institutional frameworks for the training of different categories of personnel, especially teacher trainers, resource persons, programme planners etc. This is a crucial problem and deserves special attention of all concerned.

In all the countries of the region, universities and other institutions have been involved in the task of teacher training for the formal education system. In many cases, these facilities can be utilized for training of literacy workers, with proper reorientation of their programmes and staff. With some additional inputs in the form of equipment and training materials, these institutions could be made to play an important role in meeting the urgent needs of literacy personnel training.

Similarly, many voluntary organizations which have been working in the field of literacy can be helped to develop into training institutions through suitable provision of buildings and equipment for them. Some of these institutions may have an advantage over the universities and institutes, as they are already oriented to the programmes of literacy and have the ability to provide field-oriented teachers' training.

Many government departments associated with development and welfare activities have well-established infrastructures to train their own workers. Very often these infrastructures are not being put to optimum use for literacy. With possible investment for equipment and the materials and with proper orientation to their staff these institutions may also help considerably to meet the increasing demand for the training of literacy workers. In order to meet institutional requirements for the training of literacy personnel, the following suggestions are made:

- allocation of more funds and provision of technical assistance for upgrading existing literacy personnel training organizations. Creation of additional training facilities wherever needed. This would also include re-modelling of the existing training facilities with a view to accommodating the widened concept of literacy;
- securing international help for the purchase of training equipment, materials, and training of trainers of literacy personnel;
- the training in the field of literacy is a multidisciplinary activity. At the same time, it is also a multi-agency programme. There is a need for developing a mechanism of co-ordination among various agencies concerned so that they can

pool their resources for the literacy training programmes. Once this approach is accepted, the training facilities of all types of training institutes could be mobilized for training literacy personnel.

Research, monitoring and evaluation of the training

Very little systematic research has been conducted so far in the field of training of literacy personnel. This was perhaps partly due to the lack of availability of research workers and funds in this field, and partly due to the lack of appreciation of the value of research in improving training.

The discussions revealed that more innovative approaches in literacy are being tried in the countries of the region, to meet qualitative as well as quantitative requirements. Innovations are also being tried to evolve suitable strategies for the training of personnel. The multidisciplinary and multi-agency approach, suggested earlier as the most appropriate way to conduct training in this field, is likely to create many problems of co-ordination and integration. Research may help to solve these problems. Various types of training materials and their effectiveness in achieving training objectives also need research investigation. These are some of the areas which require the urgent attention of research workers. It is felt that a cadre of trainers equipped with research techniques should be prepared to ensure continuous research and evaluation of the training programmes in literacy programmes. The preparation of such a cadre will require help not only from national research agencies but also from international agencies such as Unesco and the International Institute for Adult Literacy Methods (IIALM).

It is felt that immediate feedback through monitoring of programmes is essential for the improvement of on-going programmes and the planning of future programmes in literacy. The Iranian experience in monitoring is very much appreciated and it is recommended that a systematic monitoring mechanism be evolved for providing support to the organizers of training programmes to ensure quality in all the countries in the region. Undertaking of research and evaluation activities would also require additional allocation of funds and research facilities at the national and sub-national levels.

B. From selective to massive approach

Most of the countries in the region are now moving from a selective to massive approach in literacy, with the objective of covering the total illiterate population within a specific period of time. This has become necessary as selective approaches have not been adequate to meet the social and political pressures of the countries. The gains of selective approaches have gradually been eroded by the high rate of drop-outs and 'left-outs' from the formal system as well as by rapid population growth. This change in approach has resulted in a greater demand for upgrading the existing training facilities and creating additional facilities to meet the increasing demand of

trained personnel. Experiences have shown that the urgent need for additional trained manpower is sometimes met by curtailing the duration of training programmes. This has adversely affected the performance of field functionaries. There is general consensus that the countries pursuing the massive approach should plan and conduct literacy personnel training programmes systematically to avoid adverse effects on the programmes.

C. Increasing emphasis on management aspects of the programmes

With the expansion of literacy programmes, the problems of management in literacy personnel training have also increased. Various actions are being initiated to evolve new training management techniques at various levels so that optimum use can be made of available human and material resources for the effective organization of training programmes. It is, however, agreed that management techniques in literacy personnel training should be so designed as to facilitate participation of the trainees themselves in the management of the training programmes. The Iranian experience of decentralized management has been reported as a very useful approach. It is suggested that a suitable mechanism should be evolved for the decentralization of training programmes. This will hopefully enable the organizers of training, at every level, to introduce necessary innovations in the training programmes according to their needs and situation. It is also felt that management practices which bring rigidity to the training arrangements should be avoided wherever possible.

D. Encouraging more community participation

The country reports of the participating countries revealed that there is a trend towards increasing community participation in the literacy programmes. This is an indication of better awareness in the community of the importance of literacy, as well as its readiness to promote literacy. Another trend is that organizations which are not directly concerned with literacy programmes are showing increasing interest in participating in these programmes. For instance, professional clubs, social welfare organizations, institutions of formal education, religious organizations, industries and members of the public are taking more interest in literacy programmes now. There is also a general consensus that new organizations are being formed in increasing numbers to promote literacy programmes. For instance, Bangladesh Rural Advancement Committee (BRAC), and Bangladesh Association for Community Education (BACE), in Bangladesh,have been formed by a cross-section of people, consisting mainly of professionals like doctors,engineers, teachers, lawyers. These organizations are actively involved in the training of literacy personnel in the country. However, the diversity of the backgrounds of the personnel in the community who are involved in the literacy programmes are likely to be a challenge for designing suitable training/orientation programmes for them. Thus the need is for designing a variety of programmes,with varied emphases, to meet the learning needs of various types of people in the community.

The increasing trend of community participation in the field of literacy would require greater efforts on the part of planners and administrators to channellise the new enthusiasm in a useful and worthwhile direction. This would necessitate the following strategies:

- Community orientation

  Community enthusiasm for the literacy programmes could be sustained and made more productive through a variety of orientation programmes. It would be desirable to develop awareness of the tasks to be performed, and methods of participation in the literacy programme by the community. To create such awareness, orientation programmes could be organized by adopting techniques such as the following:

  - use of existing mass media;
  - development and use of traditional media like puppetry and folk-media;
  - utilizing the services of Information and Publicity Departments of the Governments;
  - utilizing the existing educational institutions;
  - organizing meetings of the community members to motivate and mobilize their support. While organizing such meetings, social complexities may need to be kept in mind by the organizers.

The next implication is the organization of the community for literacy. The field staff of the literacy programmes should be given the task to organize groups in the community for literacy programmes. This could be done better if the idea is legitimized by the heads of communities, local influentials, religious heads and leaders of different social groups and village organizations, both statutory as well as voluntary.

The task of community organization would primarily involve organization of the learners into learning groups. In this respect, the first step would be conducting surveys by the field level staff, through which information on such aspects as educational background, age and sex, economic status and occupation of the potential learners is to be gathered. The same surveys should also cover aspects relating to community resources such as educational institutions, locally available volunteers and voluntary organizations, development institutions, and needs and problems of the learners and the community at large.

On the basis of the data on the number of learners and physical facilities as revealed by the surveys, the literacy centres and their location should be determined keeping in view the conveniences and acceptability of the learners. Separate centres, for example, for women or for tribal populations, may have to be organized.

The next task should be to organize the community influentials. The participants strongly felt that this is a very sensitive area and the field staff should work with utmost care, caution, tact and

prudence, keeping in mind the local customs, traditions and values. It is also suggested that for identifying the influentials, the staff of literacy programmes should consult the headman of the community, school teachers and religious leaders.

The participants felt that the infrastructures and institutions like the local self-governing bodies, and educational, religious and cultural institutions, should also be involved in the planning and implementation of the training programmes at the local levels. This would help in mobilizing the material resources as well as human resources for the programme. In doing so, however, the field staff should try to co-ordinate the activities of these institutions, involving them right from the planning stage.

E. Increasing participation of the formal education system in literacy programmes

There is a noticeable involvement of the formal education system in the literacy programmes in the countries represented in the meeting. This, of course, is a healthy sign, but such involvement should prove fruitful for both sectors on a reciprocal basis. In order to achieve effective involvement of the formal school, orientation and short training programmes for the personnel of the formal system should be organized in such areas as adult literacy teaching methodology, strategies of linking literacy with development, adult psychology, the concept and philosophy of non-formal education, adult learning, and population education.

To make students and teachers aware of the different aspects of the literacy programme, some reorientation of the existing curricula of the formal system also may be necessary.

Involvement of formal educational institutions in literacy programmes could be further facilitated by reorientation of the academic programmes of the formal education system, by introducing subjects like "Social Service" or "Community Services" in the curricula of higher classes in the schools, colleges, teacher education institutions and universities. In some countries, this has already been done, and their experiences have shown very encouraging results. As far as possible,attempts should be made to use non-formal approaches for training personnel for the formal school system also, so that the teachers of the formal education system could be used both for in-school as well as out-of-school education.

It would also be necessary to create institutional infrastructures, wherever necessary, to work out close co-operation between the formal system and literacy programmes. In this respect, the setting up of Departments of Continuing Education or Adult Education with special emphasis on literacy,in some Indian universities, is mentioned as an illustration.

One of the ways of involving formal education organizations in literacy programmes would be to collaborate with the institution already doing extension work in the areas around the institution in

its locality. If the formal education institutions are not doing such extension work, they may be encouraged to introduce such activities.

If there is a close co-operation between the formal school system and literacy programmes, the training resources available in the formal educational institutions may be utilized in organizing training programmes for the personnel working in literacy programmes.

F. Emphasis on voluntarism for implementation of literacy programmes

The participants noted that the role of voluntary organizations in the literacy programmes is by-and-large on the increase. On the operational side, the involvement of voluntary organizations in the programmes of literacy would necessitate provision of training facilities to a large number of field workers of the voluntary organizations through, for instance, in-service-camps, workshops, seminars, study visits and the like. These training activities could best be undertaken by a consortium of voluntary organizations, or by some appropriate body, if one is available, with financial backing from the government when necessary. The government will, at the same time, have to evolve some mechanism to co-ordinate the activities of the voluntary organizations, so that duplication and overlapping of efforts are avoided, and harmonious function is brought forth.

4. RESEARCH FOR LITERACY PROGRAMMES

It is recognized that literacy programmes need to be integrally linked to socio-economic development. The multiplicity of actions of a non-literacy and a literacy kind, and the variety of personnel and agencies involved, make such programmes complex social and educational undertakings. For effective functioning of such a complex programme, the commitment and the experience of its practitioners alone are not enough. Literacy planners, organizers and implementors need to be guided by the feedback of operational information provided by research, so that policy decisions, as well as planning and implementation decisions, are based upon research findings. Research is necessary to enable literacy workers to make careful and critical inquiries into the situation which confronts them, to identify problems and find their solutions, to identify phenomena and relationships, and more generally, to seek undertakings which can guide actions towards their intended objectives.

Research has to be given importance and priority in any literacy organization. It has to be regarded as an integral part of a literacy programme, and needs to be associated closely with all the operational aspects of a literacy movement.

The process of research, as well as helping to achieve educational objectives, should itself be an educational process based upon the formulation of precise questions, in order to provide the relevant feedback and information. It should also become a learning experience for the group of people who are the subjects of the research.

The importance of research in literacy is pervasive, irrespective of whether countries have relatively high literacy rates or not. The suggestions that follow are made specifically in the context of countries where illiteracy still remains a problem. However, several of the suggestions apply to others as well.

Approaches to research

Experimental and statistical approaches have been dominant types of study undertaken in the field of literacy, often by sophisticated research institutions. The use of classical research tools has been popular. As indicated earlier, there are recent efforts in Member States to come up with other approaches as well, to research in literacy. These efforts emphasize that:

- the subjects of study should be involved in the entire process of research, from the formulation of the priorities and objectives, to the discussion of problems and the interpretation of findings;

- Research should incorporate local agencies and individuals involved in decision making, administration, education, and social affairs;
- Research should be viewed as a continuous dialectic process from the start to the end of a programme, and not as a static picture of one group of people at one point in time;
- Research should be taken on the basis of felt needs. The findings should be of direct benefit to the community, and not be merely the basis for an academic paper;
- The object of the research, like the object of the educational process, should be the liberation of human creative potential, and the mobilization of human resources, for the solution of social problems.

While the literature on research make a variety of distinctions about different kinds of research, the Meeting agreed upon the following broad definition of research for literacy programmes:

> *Investigations* with a view to *enhancing the knowledge base in support of* the implementation of a *mass* literacy programme.

The significant operative words in the definition are "investigations" (i.e. any aspect of research and/or evaluation which will increase data or facts); "in support of" (i.e. not theoretical, but practical and useful data for implementation purposes); and "mass" (i.e. not a micro-scale programme but one which is of national magnitude).

Furthermore, research in literacy programmes has to be seen in a *total context* of the programme, that is:

- with respect to the relationships between the literacy programme and socio-economic development;
- with respect to all the practical steps that have to be taken in the planning and implementation of the literacy programme,

... and as an integral component of the total context, appearing where and when knowledge needs to be enhanced, to support the implementation of the programme.

Application as a basis for a research strategy

Generally research, in such a total context, would tend to support formative actions, monitoring actions and evaluation actions, in all the unit operations of a literacy programme, from planning through communication of plans, implementation, supervision and monitoring of implementation, and evaluation of the programme (which would then provide feedback for a second cycle of planning).

The practical implementation of a literacy programme in a country would usually be at the national level, sub-national (or

province) level, and field level, although further resolutions of these levels (such as the sub-national level into district or sub-district levels), may be needed according to the particular requirements of a country.

At each of these levels, the above operations, going from planning to evaluation and feedback, would occur, and in each of these unit operations, formative research, continuous (or monitoring) research and summative (evaluation) research would be integral components of the programme.

The above research strategy is *one* illustrative example of a comprehensive framework for research in a literacy programme.

However, in *practical situations* of mass implementation, availability of all the elements in the framework may be an ideal that is *difficult or even impossible* to reach, due to urgency for action, and a variety of real-life constraints that may be present in the situation. When any elements in the framework are omitted, however, this may be done consciously, with due recognition of the loss to the programme - and not ad hoc - and may be treated within an overall strategy of successive approximations towards the ideal. Even here, monitoring and evaluation provide systematic feedback for successive subsequent deflections towards the ideal.

Many examples of decentralized decision making and action have recently emerged in literacy programmes in Member States. In such programmes, the concerns of the learner, in his or her social, economic and cultural milieu, are being taken as the central core of the designs.

Factors such as these provide the justification for making a first analysis of preferred research actions at the *field level*, and extracting from these, the preferred research actions at the sub-national and national levels. At each of these levels, broadly, two kinds of formative research may be envisaged:

- pertaining to enhancing the knowledge base regarding the present status;
- pertaining to enhancing the knowledge base beyond the present status to aspects regarding intervention actions for the implementation of the literacy programme.*

Similar analyses may be made for the sub-national and national levels as well. The above framework for a given level may be summarized as in the table on page 25.

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* The first type seeks to expose the actual situation and is called either *descriptive* research or *status* research. The second type involves the use of controlled factors among possible variables and is called *explanatory* or *scientific* research.

Field/Regional/National Levels

Unit operations for implementation	Modes of Research			
	Formative		Continuous (Monitoring)	Summative (Evaluation)
	Status	Beyond status		
Planning				
Communication of plans				
Implementation of plans				
Monitoring of implementation				
Evaluation of implementation				
Feedback to further planning				

A. The field level

The characteristics and attributes of the target population, the resources available in the community in which the learner resides, the particular strategy adopted for a literacy programme, such as 'pure literacy' or literacy riding on efforts towards socio-economic development, are the 'raw material' which shape literacy programmes at the field level, and help to make them relevant to the requirements of the learners. Among the aspects that require gathering of knowledge include:

- motivations;
- expectations;
- attitudes and values;
- socio-economic and cultural status;
- feasibility for economic activities;
- linguistic situation;
- life styles;
- local infrastructure;
- social organizations;
- planning and management modes;
- local communication modes;
- availability of mass media;
- availability of human, space, time and material resources that may be utilized for a literacy-cum-development programme;
- programmes for literacy and/or development undertaken previously and their results.

Language plays a pivotal role in a literacy programme, and needs special mention. Among the elements that may require status investigation are:

- attitude of learners to the national language if it is not the mother tongue;
- attitude of learners to their mother tongue;
- linguistic characteristics of a pre-literate society in respect of *potential use in literacy programmes*, such as abstracting and symbolizing situations, features of phonology in the local language that are similar to or different from the national language, which may form the basis for "bridge" materials between the local and national language;
- emotive words which may form the basis of both motivational and learning sequences;
- word counts;
- syllable types;
- phoneme frequency counts;
- analysis of grammar;
- local style of literature.

Instruments for status research

To enhance the knowledge base regarding these aspects, a variety of status surveys would be required involving a range of instruments. Among these instruments would be those which would use quite sophisticated techniques for socio-cultural and socio-linguistic analyses, while others would be instruments that are simple enough for the non-specialist to use, including observation, opinion and impression data collection, and collective or group interviews.

While some of these instruments may be simple to use, behind them could often be a great deal of expertise that went into their design, resulting in a product of sophisticated simplicity, usable by non-experts in field situations. In many cases, these instruments would need to be developed at levels beyond the field level (i.e. sub-national or national) since the required expertise would not be available at the field level. However, such designing demands intimate knowledge of the realities of the field situation, by those who design the instruments.

Personnel for status research

A number of personnel may be utilized for collecting the data, depending upon the nature of the instruments or modalities used. Among such personnel would be:

- the learners themselves;
- potential literacy instructors;
- the field personnel already in the area, such as primary school teachers;
- personnel from development departments working in the field, such as agricultural extension workers, health workers, rural development workers;
- members of local economic or social or political organizations;
- various personnel from beyond the field situation, such as from teacher education institutions, universities and research institutions.

Research beyond status (scientific research)

The above status data provide a base to develop intervention actions at the field level. Such data support the *next stage of activities* such as for:

- defining specific objectives;
- locating learning content;
- specifying the selected, structured and sequenced series of intended learning outcomes;
- developing relevant teaching/learning materials;
- designing and pre-testing monitoring and evaluation instruments.

All of these apply whether the content is literacy or not. They would need to be done within the framework of available human material, time, space and financial resources. Special mention needs to be made of participatory actions in these respects which involve the learners and the community.

However, a *further cycle of research* is required prior to the actual implementation of the literacy activities in the field. Among the significant actions in the area of literacy content and methodologies are the following:

- techniques for developing and strengthening motivation, using social and economic reform actions, such as land distribution, establishment of participatory local government and rural electrification.
- techniques for developing and strengthening motivation, using mass media, social organizations, opinion leaders, cultural events, folk music, art and drama;
- methods for using emotive words for motivation and for learning sequences;
- modes of management and administration of literacy programmes, including co-ordination of various agencies involved, and harmonizing with indigenous management and administrative practices;
- methods for establishing a learning environment including establishing listening, reading and writing readiness;
- modalities for utilizing local linguistic characteristics for teaching/learning materials and sequences;
- patterns of utilizing local knowledge and skill bases in the community for the teaching/learning sequences, including those for cognitive operations like numeracy, and for economic activities like home crafts and farming;
- techniques for utilizing local knowledge transfer methodologies;

- methods which utilize, or harmonize with, local learning styles, including the use of preaching, chanting, singing and other forms of oral transfer, activity orientation, demonstrations, discussions, peer learning, inter-learning, self-learning;
- methods which utilize non-local expertise such as agriculture extension, rural development and health workers, and literacy instructors, in team teaching.

Pervasive to these various methodologies are characteristics which have to be researched to support the field-level teaching/learning situation, such as:

- the timing of the introduction of literacy to learning sequences associated with socio-economic development;
- inter-relationships between language needed to learn literacy, and the language used to learn other content required for supporting socio-economic development and improving the quality of life;
- the intermittent nature of literacy learning events and the necessary supportive actions, such as reinforcements that have to be built-in to counter forgetting what was learned;
- the nature, extent, and types of pictorial presentation in printed materials;
- the most suitable time-allocation for a given learning sequence and for sets of learning sequences;
- the minimum time required to acquire a defined set of intended learning outcomes.

Continuous monitoring and summative evaluation aspects point to the need for the next set of research activities, and would include:

- assessing the management and administration of the field level programme, its impact on the socio-economic status of the community, and its cost;
- research on various modes of assessing the achievement of learners on short-term and long-term bases (retention) in both the literacy and socio-economic development aspects;
- the assessment of the application of learning in new situations, including the application of literacy learning in socio-economic learning situations;
- group and self-evaluation of both learning and the application of learning.

Techniques are also required for the translation of such feedback data into designs for the improvement of the implementation at the field level.

Personnel for scientific research (beyond status)

Perhaps more than with the status research activities, scientific research requires expertise, some of which may be generated at the field level itself. Experts at both national and regional levels have to be mobilized for the conduct of the research and for the enhancement of local competencies.

The instructor

Even if the best knowledge and the most innovative methodologies are used for developing teaching/learning materials and sequences, the instructor at the field level is in fact the key to successful implementation. Hence, research activities focused upon the *roles and functions* of the instructions assume special importance. Among such research activities related to instructors may be included the following:

- motivation of instructors;
- profile of socio-economic status of instructors;
- patterns of initial, intensive, and follow-up training, including various modalities such as those for distance learning and time optimizing;
- changes in the programmes for pre-service education at teacher education institutions for the formal system with a view to producing primary school teachers who are versatile;
- effectiveness of performance in the field and methods of assessing this performance, including community participation assessment;
- recruitment and classification of instructors in terms of roles and functions with regard to both pedagogical and non-pedagogical aspects;
- effectiveness of formal school teachers as literacy workers;
- effectiveness of craftsmen and other non-teachers as workers in programmes linking literacy and socio-economic development.

Supervision of implementation

Quality control (supervision) is a vital operation in any implementation programme, and particularly in one which has a heavy decentralized bias. The establishment, criteria of 'quality', modalities to be used including participatory quality control, manner of functioning, recruitment and training of personnel, and other elements in a quality control and supervision system are worthy of priority research on a continuing basis.

Institutional support

The nature of the above research aspects again requires the mobilization of a number of institutions and agencies outside the field level (i.e. at regional and national levels), including the supervisory system; decentralized resource centres; teacher education institutions; university and research institutions.

B. The sub-national level

As at the field level, in terms of actions contemplated at the sub-national (regional) level in support of implementing a mass literacy programme, a cluster of research activities emerge which are of the *status* kind. Among the elements in such a status survey may be the following:

- the human resource availabilities, such as at universities, research institutions, nation building departments, and other agencies;
- the relevant administrative, management and delivery infrastructures that may be utilized for the flow of services, resources and expertise to the field situation;
- the relevant teaching/learning materials, resource materials and research data, that would support field-level programmes;
- the production capacities for reproduction of printed, photographic and other materials;
- the capacities of mass media such as radio, television and newspapers for mobilization in the literacy programme.

Beyond the status surveys, sub-national (regional) research actions would include aspects such as the following:

- region-specific analyses of field data and the establishment and functioning of a management information system;
- research aspects in support of the pedagogical, and curriculum development and implementation problems such as definition of learning objectives, content specification, structuring of content, sequencing for learning (particularly for adult learners), preparation of learning materials, achievement evaluation;
- formative research as for linguistic inputs in the mother tongue and/or in the regional or national language;
- a number of longitudinal research studies such as on:
    - the integration of literacy and development;
    - the linking of literacy programmes with the formal system of education;
    - management and administration of literacy programmes;
    - use of mass media for motivation;
    - preparation of learning materials for instructors;

- training programmes for instructors and supervisors;
- paper saving techniques and alternatives to paper usage;
- production and use of low-cost equipment and material;
- regional monitoring and evaluative studies, including those on optimizing resources and cost-benefit analyses.

While research actions at the sub-national (regional) level would support field implementation, several of the research actions at sub-national level would be focused upon providing *data to the national level* for either further processing, or for policy decision making and national planning. Linguistic research, integration of literacy with development, impact and cost-benefit analyses, are examples of such research studies which will benefit both the field-level and the national-level activities.

While many of the above research activities at the sub-national (regional) level would be done in institutions identified under the status survey, an *agency to co-ordinate research activities* at the sub-national (regional) level is essential, so that the limited resources may be wisely used, and research actions be directed to serve the field or national requirements with the greatest efficiency.

C. The national level

A national *management information system* could be very valuable, particularly since a large variety of agencies will be involved in the implementation of the mass literacy programme, and with varying location-specific development goals. Processing of regional data would be one of the functions of such a management information system.

A further aspect of research associated with the management information system would involve assessing research efforts within the country, or even within the region, and determining priority areas for *furthering research policy formulations*.

Secondary processing of data *for national decision making* is also a national level function which will help resolve priorities, indicate successes and shortfalls of implementation, and causes for these.

Prototype production and testing of teaching/learning materials for learners and instructors is a research function that may be placed at the national level, though such actions are also equally capable of being done at the sub-national level, given the pre-requisite resources.

Status surveys conducted at the field level, and conducted or processed at the sub-national level, may be systematically *collated and categorized* at the national level for use at other levels.

Academic and fundamental research, by high-level institutions, may well be placed at the national level. The following are examples of such research that may be considered:

- psychological attributes of people in sustained poverty;
- mental abilities, creativity, aptitudes and other basic characteristics that are associated with the process of learning;
- effects of nutrition and health on mental abilities and physical and psychological condition of poor populations;
- rates of learning at various ages up to adulthood;
- impact of literacy programmes on development and vice-versa.

At the national level, there is a final set of research aspects that need consideration. These involve research that is associated with 'futures casting', and may take the form of casting preferred future scenarios and making alternative intrapolations to the present, or extrapolating from the present into the future, while changing varieties of assumptions that may influence casting the future.

5. RECOMMENDATIONS

There is an increasing awareness in this region regarding the urgency to initiate national endeavours for literacy geared to socio-economic development. These endeavours must be based on endogenous efforts, supported by international co-operation at the regional and inter-regional levels in some selected spheres. The emphasis laid on, and systematic arrangements made for, training and research, significantly contribute to the quality of literacy programmes. Training and research are areas where meaningful international co-operation is feasible and should be systematically organized.

The Meeting took note of this situation and made the following recommendations:

At national level

a) Planning and co-ordination

- Develop suitable mechanisms for formulating policies, plans and strategies for designing and co-ordinating research and training activities, involving different official and non-official agencies;
- Develop a national management information system for collection of data, its processing, preparation of inventories and other related information pools.

b) Research and evaluation

Promote research and evaluation activities relevant for the programmes of the Member States concerned, including the following areas:

- problems of motivation;
- methods of establishing a learning environment;
- impact of functional literacy programmes on development and vice-versa;
- problems of relapse to illiteracy and related issues;
- assessment of learners' needs;
- monitoring and evaluation.

c) Training

It is necessary that, keeping in view the proposed programmes, Member States should develop a training system which might include the following elements:

- systematization of various methods of training;
- preparation of training materials;
- methods for involvement of allied departments and agencies for strengthening of training programmes;

- recurrent and refresher training, through personal contact with supervisors and peers, institutional re-training, correspondence, publication of periodicals, case studies on successful literacy programmes.

d) Administrative and institutional arrangements for research and training

It is important that the necessary administrative and institutional structures be provided to meet the challenges for research and training. This would include:

- development of existing administrative and institutional arrangements where they exist, by provision of better equipment and facilities and by augmenting staff capability;
- creation of new structures wherever necessary;
- widening of the administrative and institutional base through co-operation and co-ordination with other appropriate agencies, such as universities and other institutions of higher education and research, non-government organizations and local bodies;
- allotment of adequate financial resources for the development of literacy training and research.

At regional level

It is recommended that Unesco, at the request of the Member States, arrange:

a) The Regional Panel of Experts to meet periodically to review the literacy activities and to suggest programmes for the future. The next meeting of the Regional Panel of Experts in Literacy should be convened as early as possible, preferably at the beginning of the 1979-80 biennium. The meeting of the panel could be convened on one specific topic or it may be convened to study a group of related topics and problems in literacy.

b) Exchange of information related with research and training

- publication, promotion and strengthening of clearing house service, data bank, publications and exchange of periodicals, studies, bulletins, newsletters, case-studies, bibliographies and inventories of training and research facilities.

c) Exchange of experience in research and training

- organization of regional and sub-regional meetings, field operational seminars, study visits, placement programmes - within the region and outside the region.

d) Exchange of research and training experts

- mutual exchange of research and training experts among the countries of the region for designing and conducting research and training.

e) Training of research and training personnel

- conducting and assisting national, sub-regional and regional training for research and training personnel with the help of national centres/institutes/universities;
- arranging internship and fellowships for training of personnel.

f) Other assistance

- financial support for research studies by centres/institutes/universities on important problems in literacy;
- support for translating materials into English for exchange, as well as for translation from English into the language(s) of the Member States.

g) Comparative studies

Conduct comparative studies in co-operation with Member States, in priority fields, such as:

- the relationship between literacy and development;
- education of tribes, nomads and migrants, urban slum populations;
- techniques for teaching in languages other than the mother tongue, and other problems of linguistics;
- linkages between formal education system and literacy;
- training strategies and approaches for literacy personnel in various countries;
- planning and management of training programmes for literacy personnel;
- role of voluntary organizations in research and training.

h) Co-operative research projects

Promote co-operative research projects on issues which are of common interest to the Member States in the region such as:

- community participation;
- community resource mobilization;
- adult learning behaviours in the context of socio-economic variation;
- evolving participatory methods and techniques of research and evaluation;
- planning, management and co-ordination techniques with special reference to literacy programmes;
- methods of preparing didactic and media materials.

Research and training in literacy

i) Network of national centres for research and training

- Centres/institutes/universities working in research and training in literacy should be interlinked for the purposes of technical co-operation among the Member States. The Unesco Regional Office for Education should co-ordinate the network.

j) Strengthening of regional agencies for literacy research and training

- services for literacy of Unesco Regional Office for Education in Asia and Oceania, should be strengthened suitably to enable the Office to serve as co-ordinating agency for the promotion of literacy activities in the region;
- scope and services of International Institute of Adult Literacy Methods should be widened and its capacity be strengthened;
- services of Non-Governmental Organizations (NGO's) in the region, such as Asian South Pacific Bureau of Adult Education (ASPBAE), should be utilized.

At inter-regional level

In the field of training and research, the experiences of some countries outside the Asia and Oceania region, particularly countries in Africa and South America, can be relevant to the needs of the Member States. It would be desirable to make it possible, by Unesco, for exchange of information and documents, selected studies and exchange visits, involvement in some regional seminars of persons drawn from those countries, and for generally widening the contact on the basis of relevance of experiences.

ANNEXES

Annex I

AGENDA

1. Opening

2. Election of Officers of the Meeting

3. Review of recent developments in the countries in the field of literacy

4. Study of the experiences of the participating countries in regard to the training of personnel of literacy programmes and their needs and problems in relation thereto

5. Study and review of the research needs related to practical problems arising from literacy programmes

6. Recommendations for promoting regional co-operative programmes in training and research in literacy

7. Adoption of the Report of the Meeting

Annex II

Inaugural Address

by Dr. P.C. Chunder, Union Minister of Education,

Government of India

Mr. Chairman,
Ladies and Gentlemen,

I am indeed grateful to you for calling me to inaugurate this meeting of the Regional Panel of Experts in Literacy. I am grateful to the authorities of Unesco for holding this meeting in India at this momentous time when we are about to launch a massive compaign against illiteracy. It will be of great use to us.

The countries that have assembled here from Asia and Oceania have more or less one common feature. Most of these countries have been dominated by colonial rule and they have succeeded in getting rid of it, but the backlog of colonial rule still persists. There is a change in the political set up, but in the field of education, we have still to go a long way. No doubt, since Independence we have made significant progress, but when we look at the growing backlog and also addition to the rank of illiterates, the figures are staggering. We have nearly 232 million illiterate adults. This number is larger than the total number of population in several countries. We have decided to face this problem. As soon as the new government assumed power we chose our priorities and promised to the people that our priority will be:

a) to universalize elementary education;

b) to undertake a massive programme of adult education; and

c) to step up non-formal education for drop-outs who do not continue in the formal system of education.

We take this as a sort of package measure because if we miss one of these measures it will certainly affect our efforts in the other fields. For instance, if we do not increase our efforts in the field of elementary education, these boys and girls when they grow up they will swell up the numbers of illiterates. In this way, those who have been in the formal school system for three or four years but do not continue their study and ultimately do not get non-formal education to keep up with the good beginning they have made, they will relapse into illiteracy. This will create serious problems. When we have taken up a massive programme of adult education, we are aware of the need to take up efforts in the allied fields. We have made a comprehensive programme and I am glad to tell you that our Planning Commission has come forward to extend full co-operation.

With regard to the methods and other allied matters I have no intention to say anything because you are experts, rather I should like to learn from you and from your deliberations and resolutions that will be passed in the meeting. I will indicate the problems which we have been facing in our country and hope that the discussions in this meeting will help us in finding solutions. Some of the problems are also faced in other countries of the region. We have to know the problems, identify them and then try to solve them.

The great difficulty in our adult education effort is the problem of motivation of the adults. Why should they come and study when they can very well use the spare hours for some leisure? Therefore, in our approach towards the adults we should not try to make them only literate, but we should make our literacy programme so attractive that adults do come and join our centres and continue in these centres. Otherwise, adults may come and join for the sake of curiosity but after some times when the charm of curiosity goes they would discontinue attendance. We have to plan our adult education programme in such a fashion that it becomes relevant for them. After a great deal of consultation with experts in this field, consultation with teachers, adult education trainers, trade unions, and even political parties, we have come to the conclusion that whatever educational programme we undertake must be relevant for these adults. So we have tried to combine literacy with our developmental activities. Therefore, if 350 hours are allocated for an adult in a year, 200 hours roughly will be devoted for literacy and 150 hours for learning something which could be useful to them in their lives.The Agriculture Ministry has been advised to lend their officers to go to these centres to instruct the adult illiterates as they go on learning Three R's, in the matters concerning agriculture, animal husbandry, poultry keeping, bee-keeping and the like.

We have great problem of illiteracy among our women folk. Only about 19 per cent of our women are literate, though they constitute roughly 50 per cent of our population. If we do not tackle this problem satisfactorily, our efforts will not succeed. We have noticed that if we simply restrict ourselves to literacy, these women will not come and join the centres and even when they come, they will not continue. We are thinking of giving them some instruction in acquisition of some skills so that they may become earning members of the family. In some centres, we have started making certain experiments. We find that women are responding very eagerly where such functional literacy has been arranged. The idea is not new, I know, but the implementation of the idea may be difficult. Such implementation is not possible unless different Ministries and different Departments of the Government combine their efforts and there is integrated approach for the solution of problems. I have been having dialogue with my esteemed colleagues in other Ministries as well and similarly at the level of the State Governments there is a joint effort to tackle the massive problem of illiteracy and development in our country. It is, therefore, "literacy" linked up with "development", so that the massive work of development that we are undertaking in our

country can be properly utilized for our adults and they can be active participants in the developmental activities. The task is not very easy, I know, because many of our Ministries have not yet learnt how to work together. I am glad that in certain fields we have acquired experience in working together and I think in the coming years it will be possible to get the different departments to work together and enable us to reach our target within the expected time.

As you know, we have accepted a very large target of making 100 million adults, largely between the age group 15-35, literate and educated within five years time. This task is difficult. It is not impossible. We have the personnel, we have millions of teachers, retired teachers, students and voluntary agencies working in social welfare fields. If we can mobilize such resources it will be possible for us to tackle the problem. With this objective in view and with a great deal of enthusiasm we have chalked out this programme which we are launching on 2 October.

Another difficulty that we face is concerning the large number of languages that the people speak in our country. I believe in some of the other countries also similar problems are there. For instance, in Papua New Guinea there are large numbers of tribal languages. Many of these languages in India do not have a script or written literature at all. Even when some of these languages do have scripts, they have not developed their written language satisfactorily. So even if we try to create some literature in such languages there will be considerable difficulty. According to our 1971 census we have roughly 1,652 languages and dialects. I mention dialects but many of these are so large that they can also be called independent languages. Some of the languages are spoken by a handful of people. Still there will be 200 languages which are spoken by two million people. So, it is difficult to prepare the written material for the purpose of instruction in these languages. We have to tackle the problem of illiteracy through at least some of these major languages and dialects.

There is yet another difficulty in this field, namely, continuing education for the neo-literates. As you know, merely 350 hours of work will not be sufficient unless we can have certain built-in structures with adequate arrangements for continuing education. Among other things, this would necessitate production of reading material for the neo-literates. Otherwise, they will again relapse into illiteracy. We have to distribute them in large numbers so that they really reach the millions of people who have gone through the educational process. This literature must be so attractive that these neo-literates are very much inspired to read it. This would require the help of the experts. Printing in large number, not only the textbooks but material for the neo-literates, will further lead to practical difficulties because already paper is in short supply. The white printing paper that we produce in our country is not sufficient to meet the general

requirements of our formal schools and there is a great pressure for white printing paper for textbooks. I have explored ways to deal with this problem and we are trying to approach the journalists, editors, producers and publishers of language newspapers and journals; (we have a large number of them in our country) to come forward to assist us in solving the problem of literature for neo-literates. For instance, I have been telling them that just as they are devoting some page or some column for propagation of sports or films and entertainment, they can very well devote a page or some columns in every issue of the newspaper or the periodical journal. This page should be utilized for reading materials for neo-literates. We have set up State Resource Centres which will prepare appropriate materials for use in language newspapers and journals in the country. This is only at the stage of discussion. We have not yet got positive response from our journalists. I believe this will have double benefit. In the first place, through these journals and newspapers it will be possible for us to keep down the cost of printing and utilizing the printing materials and at the same time the problem of circulation also could be solved, because these journals have their own system of distribution. There may be the danger of printed literature being dumped in some of the centres and forgotten. But these journals through their own channel of distribution can reach some villages and these neo-literates will be very much inclined to test their new skill of reading materials published in these journals. This will be useful for the publishers also because this will create new readership. Ultimately I hope that circulation of these journals will go up.

I hope that the problems that we have to face in India as well as those faced by the other countries of the region would be identified in the course of discussions in this Panel and the conclusion will be arrived at which will be of help to us all. I do not want to take your time any more. As I said earlier, we would expect guidance from you so that if there is any lacunae in our own programmes, we can try to remove them. With these words, I have much pleasure in inaugurating the deliberations of this Regional Panel Meeting.

Thank you.

Annex III

Statement of welcome by Mr. A. Chiba, Deputy Director, Unesco Regional Office for Education in Asia and Oceania, Bangkok

Honourable Minister of Education,
Distinguished participants,
Ladies and gentlemen,

It gives me a great pleasure to welcome you all the participants on behalf of Unesco.

The meeting is honoured with the presence of the Honourable Minister of Education of India who has kindly spared his busy time for inaugurating this meeting.

I would like to take this opportunity to express sincere gratitude on behalf of Unesco to the Government of India for hosting this Meeting of Regional Panel of Experts for Research and Training in Literacy in Asia and Oceania in New Delhi. We are indeed grateful to you, Your Excellency and colleagues in the Ministry of Education for the excellent preparation and arrangement especially at a most difficult time when the country was hit by the worst flood and so many thousands of people are suffering from this natural disaster.

As you all know illiteracy is still a big problem in Asia and Oceania. Inspite of impressive progresses being achieved in the formal school system, more than 50 per cent of the population in this region is still illiterate and the number of illiterates in absolute terms is increasing every year although illiteracy in terms of percentage is slightly decreasing. This has a serious repercussion in the socio-economic development of the countries in the region.

Literacy is obviously one of the basic human rights and it is at the same time one of the most important means of realizing other basic human rights. Furthermore it is now being realized that illiteracy is a serious obstacle in the improvement of productivity of labour, in the development of the societies based on moral and democratic values and social justice in the countries in the region.

Besides that illiteracy has been identified as a factor which perpetuates and widens the disparity between urban and rural population on one hand and between privileged and underprivileged on the other hand, there is increasing evidence that benefit of development has tended to go to a small minority of the population and the illiterates in majority have remained deprived: inequality has in consequences widened. For want of involvement of the vast majority of the illiterate population in the development process, the development efforts of the countries in the region have seriously been handicapped.

Realizing the important role the literacy could play in accelerating the individual and overall development of the society and its contribution towards the narrowing the gap between privileged and under-privileged groups, the countries in the region, specially those which have illiteracy as a grave problem are seriously addressing themselves to the problems.

Four countries in the region (namely Burma, Iran, Laos and Viet Nam) have already been implementing nationwide literacy programmes, one country, namely India, is launching a nationwide literacy programme on 2 October, right after this Meeting. Some more countries are seriously thinking to launch nationwide programmes (Bangladesh and Afghanistan) very soon. Rest of the countries in the region have been expanding the literacy programmes to cover more population and areas.

As a result of growing importance the Member States attach to the literacy programmes, the Unesco General Conference at its Nineteenth Session passed a Resolution No. 1.191 which called upon Member States and Unesco to intensify the struggle against illiteracy. During the Nineteenth Session of the Unesco General Conference, Member States requested the Director-General of Unesco to study the possibility of declaring a literacy decade from 1979. A committee has been studying the matter and it is hoped that Twentieth Session of the Unesco General Conference will consider the proposal for declaring the literacy decade.

The Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania held in Colombo on 24 July to 1 August this year has also reiterated the importance of literacy and emphasized the necessity of stepping up the struggle against illiteracy more vigorously.

Last year, Unesco had convened a Regional Expert Meeting on Literacy in Asia which thoroughly analysed the literacy situation in the region and it recommended that there should be a regional mechanism in the form of Regional Panel of Experts to identify the pressing needs and issues in the field of literacy, which will work out strategies for the intensification of the struggle against illiteracy in the region. Furthermore, the training of literacy personnel and research have been identified as major areas for further deliberation because they are crucial to the successful implementation of literacy programmes and also because they are particularly germane to inter-country co-operation in literacy.

This Meeting has therefore been planned to follow-up the recommendations of the last Regional Expert Meeting on Literacy with a specific task of identifying vital problems and issues in literacy trainings and research and of working out practical strategies for the solution of those problems.

As the agenda of the Meeting indicates the Meeting will first review recent developments in the field of literacy in the participating countries, to study the experiences of the countries in regard to the training of personnel for literacy programmes and their needs and

problems, to study and review the research needs related to practical problems arising from literacy programmes and to recommend measures and strategies for promoting regional co-operative programmes in training and research in literacy.

The Twentieth Session of the General Conference of Unesco will be convened in October-November this year, and there is no doubt that the Member States will continue to attach importance to literacy in the programme of Unesco for 1979-1980. The Director-General of Unesco has already submitted the draft programme and budget for 1979-1980 to the Member States and you will see therein that important programmes and resources have been proposed in the field of literacy. In fact Unesco is committed to step up its technical co-operation further in supporting national efforts to combat illiteracy. Such technical co-operation will be provided increasingly through the Unesco Regional Office for Education in view of Unesco's policy for decentralization. It is hoped that fruitful consultation will take place both in and outside the Meeting to see how best the Regional Office could fulfil its task both on regional and individual country basis.

In this connection it is most fortunate that this Meeting is taking place in a country where the government is most firmly committed to attack this problem and where there are significant progress and experiences. It is hoped that all the participants will be able to benefit from the experiences of India as well.

The eradication of illiteracy depends first on the political will of the government and the conviction of the people, which, as I mentioned earlier, is witnessed in all parts of this region. It is sincerely hoped that this Meeting will come up with practical and useful guidance to these national efforts.

Asia, the birth place of so many rich cultures and civilization, has influenced the world over so many centuries and all of us present here are proud of Asian contributions to the advancement of civilizations of mankind. Couldn't we, through collective efforts, regain such initiatives and leadership in the advancement of mankind? First and foremost step in this task would be the eradication of illiteracy from this region so that human misery often associated with illiteracy will be significantly reduced in this region.

Once again let me take this opportunity to thank the Government of India for making possible to hold this Meeting in India and to the Honourable Minister of Education for being present in this occasion and for kindly agreeing to inaugurate the Meeting.

Annex IV

LIST OF PARTICIPANTS

Participants

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Annex V

Message of Good Wishes to the Government of India for the Success of National Adult Education Programme

The Regional Panel of Experts for Research and Training in Literacy in Asia and Oceania, meeting in New Delhi under the auspices of Unesco Regional Office for Education in Asia and Oceania, and generously hosted by the Government of India;

Having witnessed with great interest and admiration the firm determination of the Government and citizens of India to implement this massive functional literacy campaign as envisaged in the National Adult Education Programme (NAEP);

Appreciating the timely opportunity given to observe at first hand on the eve of its official inauguration on 2 October 1978 the magnitude of the NAEP and the courageous and original steps in its planning;

Being convinced that it will not only benefit millions of illiterate people in India but will also offer hope and aspiration to many other people of the world, who are deprived of the opportunity to become literate, one of the basic human rights, and, thus, of the opportunity for self-realization and meaningful participation in development efforts;

Believing also that the NAEP will provide a source of inspiration and an exemplary model for many governments of the world facing similar problems;

Desires to record its sincerest wishes for the success of the NAEP from the doubly auspicious day of its inauguration, and

Requests the Chairman and the other distinguished colleagues from India, participating in the Meeting, to convey the Panel's gratitude to the Government of India for the efficient organization and of the arrangements for the Meeting and for its generous hospitality.

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COUNTRY PROFILE OF DEMOCRATIC REPUBLIC OF AFGHANISTAN

The Democratic Republic of Afghanistan is among the countries where illiteracy is still one of the biggest obstacles in the way of economic, social and cultural development. The majority of the population in the country is illiterate. Although during the last few years, through traditional and functional literacy programmes some work has been done, still the problem is very serious.

Moreover, the slow development of formal education in the past has helped to increase a great number of illiterate boys and girls in the society. The statistics indicate that during the years 1970-1977 only 37 per cent and 8 per cent of school age were enrolled in schools.

New focus

After the Revolution in 1977, the Democratic Republic of Afghanistan has been planning to eradicate illiteracy from Afghanistan within the next two Five-Year Plan periods. Within five months after the Revolution, the number of learners who attend literacy courses has increased from 17,000 to 40,000.

The new plans for literacy programmes in the country are being prepared on the basis of vital needs and obligations of learners in different areas. All the literacy programmes will be conducted in the local language. The programme consists of two basic phases; that is, the first six months will be devoted to learning of language plus learning and building awareness about the most important vital issues for raising their understanding level in order to fulfil the ideal objectives of the Revolution, and the other three months will be devoted to the reinforcement of language skills and other vital informations and knowledge to assist the learners to become able to participate in their own as well as their community's development. The total duration of literacy courses thus will be of nine months. Curriculum and books are being prepared for the new literacy programme.

Training needs

The Government of Afghanistan has felt the need for establishing separate organizations in every province, district and rural area to implement the educational programmes. This organization will consist of a Provincial Director who will be in charge of administrative aspects and the teachers and the supervisors who will conduct the programme in the field. Teachers, supervisors, military officers, the Party members, etc. will be trained for the new programme.

The training strategy and the structural plan of literacy throughout the country will be organized in such a way that the field officers,

teachers, supervisors and those who are working in the field of adult education should receive support in two ways; that is, through in-service and the pre-service training programmes. Their jobs would be to master the methodology, the approach, and the techniques of using materials, and class organization and securing the co-operation of learners. For attaining the above objectives, it is necessary to utilize various methods of training such as workshops and seminars. Of course, this task needs to be done with the greatest care and it is anticipated that difficulties of various sorts may be faced in organizing the training. Continuous endeavours in literacy work should help to eliminate these difficulties.

Research needs and problems

As the new plans are being made, appropriate research work is becoming important. Work has begun for finding the frequency counts of letters in the five major languages currently spoken and written in the country so that the didactic material may be prepared to meet the needs of the people in different regions of the country. Certain other researches are also necessary to get information in order to discover the learning needs. The research for constructing the curriculum for adult education has already been undertaken. The other essential research is for finding the total numbers of illiterates in the country for making comprehensive programmes for literacy by the Government. Research studies have been planned in a number of areas, but lack of co-operation and co-ordination between the literacy programme implementing agency and the university on one hand and among various government departments like the Co-operative Department, the Land Reform Department and the Education Department, on the other hand, are creating problems for effective functioning of the literacy programmes.

COUNTRY PROFILE OF BANGLADESH

Bangladesh is an agricultural country. The full development of its agrarian economy is dependent on education and training of the vast multitude of its rural population now employed in agricultural pursuits.

At present, out of the 78 million population of Bangladesh, only 22 per cent are literate.

The Bangladesh Academy for Rural Development in Comilla has been working in the field of literacy since 1959, but the first pilot project under the close co-operation between the Academy and the Education Directorate started in 1962. Now the project has been extended to eight *Thanas*.[1] The Adult Education Programme has assumed new dimensions with the opening of the one-year experimental programme of Adult Education in ten of the newly-built flood shelters in the different districts.

Besides this, the different self-help and self-reliance projects, mostly economic projects, are also being used as a basis for the expansion of literacy activities. Besides the Government pilot projects and related activities, some voluntary organizations like the Bangladesh Rural Advancement Committee (BRAC), the Bangladesh Association for Community Education (BACE), the Under-Privileged Children's Education Programme, nicknamed as "the street-boys schools", the "Amtalar School" or the Open Air School and the *Gonesaystha Kendra* or People's Health Centre are providing laudable services in this respect and have recorded spectacular achievements.

The literacy programme in Bangladesh is expected to gather momentum in the near future, because the Government has recently expressed its determined will to mobilize all the nation-building agencies, voluntary organizations and social welfare agencies of the country to constitute a force to combat illiteracy, and an effective organizational set-up is being evolved to utilize this force.

Training of literacy personnel

The only institution responsible for imparting formal training to the literacy personnel in Bangladesh is the Institute of Adult Education attached to the Office of the Assistant Director of Public Instruction or Adult Education, located at Comilla.

As regards its function of imparting training, the office provides training to the Thana level Adult Education personnel and other literacy personnel in collaboration with the Bangladesh Academy for Rural Development.

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1. *Thana*: An administrative unit below the district level.

Research and training in literacy

The entire literacy field-force is provided with regular weekly training in the Thana Training and Development Centres, with a view to keeping the literacy staff abreast of the latest innovations in materials development and techniques of teaching, and to help them solve the problems arising in their classroom situations.

Research in literacy

In spite of the importance of the research in literacy, very little has been done so far in this respect. Two institutes, Institute of Adult Education, Comilla, and the Institute of Education and Research, under University of Dacca, have been undertaking research studies related to problems in literacy.

In Bangladesh, extensive studies on different aspects of a literacy programme is yet to be undertaken. The major fields for future research programmes are as follows:

a) Financial sources and their implications for total liquidation of illiteracy;

b) Co-ordinating resources and literacy personnel for combating illiteracy;

c) Development of literature and reading materials for the functional literacy programmes in Bangladesh.

COUNTRY PROFILE OF THE SOCIALIST REPUBLIC OF THE UNION OF BURMA

The illiteracy rate for the age group 15-55 of the population has been found to be under 30 per cent in Burma. Most of these illiterates are peasants and workers especially of the rural areas and the majority of them are females.

According to the policy of the Government, literacy has been given due priority. The literacy movement started as an experimental programme in 1965, and has been a mass movement since 1969.

By 1977 the literacy campaign had covered 16,544 villages from 77 selected townships and the progressive number of new literates had gone up to 906,880.

The curriculum, the readers, and the methods of teaching have been developed and continuously revised on the basis of experimentation and experiences. In 1978, the 'Adult Readers' and the 'Supplementary Readers' were reprinted in 300,000 copies and 30,000 copies respectively.

It is planned to extend the literacy campaign further to 14 more townships over the 14 States and Divisions of the country.

Training of personnel for literacy programmes

Central literacy committee is responsible for organizing training for the literacy personnel. Following are some of the training programmes usually held in the country:

- Regular training programme. The Institute of Political Science in Rangoon runs a regular course for the Peasant Council Members for organizing the literacy classes in the villages;
- Special training programme. Special training courses at central, township and village levels are organized for launching literacy campaigns in any new area. Township instructors are trained at central level and they then train the Literacy Committee Members and volunteer teachers for literacy classes at village level;
- Curriculum for the training. The training course generally includes topics on beliefs and attitudes towards literacy courses, organization, management, methods of teaching of the 'Adult Burmese Reader', teaching approach and motivation, had role of voluntary teachers.

  Training materials include 'Adult Burmese Readers'; the handbook of the detailed programme on conducting literacy activities, and the handbook for volunteer teachers;

- Evaluation of the training. The assessments of training programmes are done through Base Camp Reports, discussions, seminars and workshops at different levels. Surveys of the achievement of the students, drop-outs, and the number of lessons taught within specific times are the basis for evaluating the literacy classes;
- Problems and drawbacks. The literacy campaign is carried out through voluntary teachers who are not fully trained. Sometimes they are part-time workers, and some of them are very slow to adopt new methods.

Research activities in relation to literacy programmes

Sub-committees prepare the review reports and feedback materials, and identify problems and suggest areas and topics for research. The Central Committee makes decisions about the areas and types of research to be undertaken. Research topics are then assigned to personnel from the Burma Educational Research Bureau as well as to scholars in the universities.

Some of the completed research studies are the following:

1. Meiktila Literacy Survey in 1969;
2. A study of the teaching method and approach employed in the Burmese Readers for Adult Learners;
3. An analysis of the basic vocabulary used in the present Adult Burmese Readers.

Some of the current research activities are as follows:

1. Action research on the production of reading materials for newly literate mothers and young women;
2. Action research on functional literacy for community development.

Lack of financial resources, lack of skills and expertise in data processing, lack of properly trained resource persons and lack of time on the part of busy officials and part-time literacy committee members are some of the problems in conducting research studies.

COUNTRY PROFILE OF INDIA

Realizing the importance of trained functionaries for the successful implementation of the Adult Education Programme, (under the National Adult Education Programme), India has been attempting to train millions of adult education workers within the shortest possible time and to develop a training approach which helps to achieve the objectives of the new adult education policy of integrating literacy with development and awareness. The following table shows the magnitude of the task.

Year	Teachers	Supervisors	Project Officers
1978-79	50,000	1,667	167
1979-80	150,000	5,000	500
1980-81	300,000	10,000	1,000
1981-82	600,000	20,000	2,000
1982-83	1,066,667	35,556	3,556
1983-84	1,166,667	38,890	3,890

Training courses

Formal training of adult education functionaries began in 1952-53, under the Social Education Programme. The next big step for the training of adult education workers was taken under the Farmer's Functional Literacy Programme in 1967-68. Under this programme, several training programmes have been organized at various levels by the Directorate of Education, State Governments and voluntary organizations.

Voluntary organizations like Literacy House at Lucknow, and Karnataka State Adult Education Council and Seva Mandir at Udaipur have been contributing significantly to the training of literacy workers.

Attempts are being made to make the training of literacy workers more field-oriented. The first Nation l Field-Operational Seminar was organized in 1977 and after that several field-operational seminars have been conducted.

Content, methods and materials for the training

The new policy on training is based on the belief that training of adult education functionaries should be participatory, practical and field-oriented. There should be more scope for exchange of experiences and learning from each other in the training programme. It is also agreed that the training programme should reflect those values which the learning centre is supposed to inculcate among the learners

through the medium of discussion, dialogues, group activities and field work. Common elements for training of all adult education functionaries usually consist of the following content areas.

1. Understanding of the National Adult Education Programme;
2. Understanding the needs of the learners and the community;
3. Motivation of the learner, mobilizing group and individual support for the adult literacy programme;
4. Curriculum and use of learning materials;
5. Evaluation and follow-up activities; and
6. Teaching/learning process in adult education.

A Handbook on Training of Adult Education has been developed as a result of two International Seminars on Training organized in India in 1978. The Voluntary Organizations also have been preparing some guidelines and manuals for the training.

Monitoring, evaluation and redesigning of training programmes

The training programmes so far have been evaluated by the trainees and the organizers of the training programmes only during the process of training itself. Based on such evaluation, the future training programmes are improved.

Future programme

In view of the vast number of functionaries to be trained, attempts are being made to identify different government as well as voluntary organizations for organizing regional training programmes. The Directorate of Adult Education is trying to help the potential training institutes financially and technically to make them better able to conduct training programmes. The Directorate is also trying to organize a few demonstrative training courses. An attempt is being made to include the element of adult education in the formal teacher training courses run by the universities.

Research in literacy

There are very few research studies undertaken so far.

A pilot evaluation study was undertaken by the Directorate of Adult Education of Uttar Pradesh, in Lucknow, towards the end of 1969.

Another important study on the effectiveness of the Farmer's Functional Literacy Programme was conducted as a part of doctoral work by one scholar. The Indian Journal of Adult Education reported the study in its March 1977 issue.

One research project was undertaken on non-formal education for rural women to promote development of young children in Mehboonbnagar.

The Council for Social Development conducted with Unesco one research project in collaboration with the Literacy House, Lucknow, on the retention of literacy among the adults in 1975.

The Literacy House itself undertook another comparative study of two adult literacy primers in 1977.

The Farmers' Functional Literacy Programme utilized those studies to revise its curriculum and teaching materials.

Recently the Directorate of Adult Education is trying to promote studies for the monitoring and evaluation of the National Adult Education Programme (NAEP). In order to develop guidelines for such studies, a seminar was organized in 1978 in New Delhi. The Government of India is now encouraging universities and State Resource Centres to undertake research studies for NAEP. The following areas are suggested as priority areas for research studies:

- Lack of motivation on the part of the illiterates to participate in learning activities;
- Literacy programmes not being relevant to the occupation or interest of the learners;
- Ineffectiveness of teaching/learning methods; and
- Poor quality of teaching/learning materials.

COUNTRY PROFILE OF INDONESIA

The number of illiterates in Indonesia is 26,5 million; i.e., 26,9 per cent of the population of age-group 10 years and above. In 1977, about 27 per cent of the population of age-group 7-12 years; that is,8 million, did not have the opportunity of obtaining education in schools. Besides that, the high drop-out rate at primary level is also aggravating the problem of illiteracy.

Realizing the problem of illiteracy,the Government of Indonesia is intensifying the efforts on non-formal education, with a broader view to enhancing human resources, especially the young generation, for the development of the country.

To achieve the goal of human resource development through non-formal education, the Government is planning (a) to develop several "packages" of learning materials to meet the basic learning needs of out-of-school children, youths and other interested learners, and (b) to assist in the formation of learning groups and learning centres to facilitate non-formal learning, including the dissemination of the basic learning package.

Learning materials

Three sets of learning packages have been prepared to meet the basic learning needs of the following three groups of learners:

1. Package A: Learning materials for illiterates, neo-literates and primary school drop-outs;
2. Package B: Learning materials for those who complete package A materials and drop-outs from junior high schools;
3. Package C: Learning materials for drop-outs from senior high schools and those who complete package B materials and its equivalent.

Learning centres

Learning groups or centres are organized in every village. Community members, illiterates and drop-outs from primary schools are approached and persuaded to join the learning groups. Each learning group consists of six to ten members. In each group, one member will be chosen as leader of the group. These people lead the discussion and organize learning activities according to the instruction and training they receive from the local education officers.

Training of literacy personnel

In order to implement the programme, the following numbers of personnel are to be trained:

a) Volunteers	3,000,000
b) Sub-district supervisors	3,323
c) District supervisors	282
d) Provincial staff members	54
	3,003,659

Training of the personnel will be done by Learning Activities Centres, Provincial Community Education Centres, and National Training Centres at district, regional and national levels.

Evaluation and research

Research and evaluation are given proper attention now. There is a provision of continuous monitoring and evaluation of the new non-formal education programmes at various levels.

COUNTRY PROFILE OF IRAN

To keep pace with the recent socio-economic development of Iran, the National Literacy Crusade has been launched by an Imperial Decree in June 1976. Its purpose is to ensure the conscious participation and total mobilization of the illiterate segments of the population and to strengthen the social, political and cultural foundations of the nation.

The basic literacy course is completed within 270 hours. Those completing the course can then continue in follow-up training courses designed to suit their particular occupations. The National Committee for World Literacy Programme is responsible for comprehensive planning, budget allocation, technical and scientific research, organization, supervision and evaluation, and training the personnel needed to conduct literacy activities.

Literacy personnel training

There are six categories of personnel involved in the literacy programme: literacy class instructors, literacy teacher trainers, instructional supervisors at *Shahrestan*[1] and *Ostan*[2] levels, senior trainers, secretaries of literacy committees at Shahrestan and Ostan levels and military conscripts. Up until now 23,238 of them have been trained. Training has been conducted on a decentralized basis.

There are four types of training: (a) initial training, (b) retraining, (c) on-the-job training, and (d) seminars and workshops. Taking into account the objectives of the National Literacy Crusade, training courses use the methods of group discussion, and try to stimulate the interest of the groups. Emphasis is given to the principles of teaching and learning. Every attempt is made to avoid the teacher-oriented method and to utilize a learner-oriented method. Use of the problem-oriented method in preparing literacy textbooks promotes and strengthens the learner-oriented methodology.

The training courses are evaluated through visitations to the training sites by the members of the National Committee for World Literacy Programme through orientation seminars and studies.

There are some problems in the training of literacy personnel, such as lack of qualified instructors at the local levels, poor attendance of the instructors during on-the-job training, and lack of training facilities at local levels.

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1. *Shahrestan* - Administrative division comparable to a county.

2. *Ostan* - Administrative division comparable to a province.

The Government is planning to set up training centres for instructors in the regions with local dialects, Instructor Training Centres for neo-literates, *Rusta yar* workshops, use of modular approach, experimental teacher training through radio and television for strengthening of the training programmes.

Research on the National Literacy Crusade's Programmes

The National Literacy Crusade's Programmes and problems receive priority in research activities. The most important research projects are:

1. A nationwide study of training programmes for 1977 and their results;
2. A study of the effectiveness of new adult literacy programmes;
3. A study of the factors affecting the activities of Local Literacy Committees in rural areas;
4. A study of some urban social, economic and cultural factors affecting the participation of the rural population in literacy classes;
5. A study of the relationship between the workers' attitudes and their effect on their participation in literacy classes.
6. A comparative study of the cost of primary education, in both formal and non-formal educational systems.
7. A study of the basic vocabulary of the Persian language.
8. A study of drop-outs in the National Literacy Crusade's Programmes in the academic years 1976-77 and 1977-78 and a comparison of the number of drop-outs in one-cycle and two-cycle literacy courses.
9. A study of the decentralized evaluation system in the National Literacy Programmes in the academic year 1976-77.
10. A study of the developments of non-formal education in Iran.

COUNTRY PROFILE OF PAKISTAN

The literacy rate in Pakistan, as in other developing countries, is very low. Currently there are about 40 million illiterates. About one million are added to this number every year due to the population explosion and the inability of the formal school system to cope with the increasing number of children.

Literacy classes had been conducted under the Village Aid Scheme since 1953 and since 1964, the Agriculture University of Faisalabad has also been active in the field.

Keeping in view the importance of literacy, the Education Policy (1972-80) laid stress on the Adult and Continuing Education and envisaged, in the first instance, to establish 0.28 million centres to educate 11 million illiterates by 1980. Though it is not easy to say whether the target will be achieved, it is correct to say that positive steps have been taken and a marked change in the attitude and general understanding of the adults is expected to occur.

The Provincial Governments have been making provisions for sufficient amounts in their annual budget for the Adult Education Programme. The work of different departments and private social organizations is co-ordinated to achieve better results, especially in the Province of Punjab.

Training facilities

No separate in-service or pre-service training institutions for Adult Education Instructors exist. However, the Education Extension Centres in the country (one in each province) conduct all in-service training including the in-service training of Adult Education Instructors. These Centres exist at Quetta (Baluchistan), Lahore (Punjab), Hyderabad (Sind) and Abbottabad (NWFP).

Besides these Centres, the Local Government Training Institute, Lalamusa (Punjab) and the Agriculture University, Faisalabad (Punjab) also impart in-service training to the master-trainers and the instructors. The training programme varies in duration from one week to a month or more. In the training the instructors are acquainted with the methods of population survey, adult psychology and methods of teaching and handling adults.

The Allama Iqbal Open University is actively engaged in the training of literacy instructors through correspondence courses and through radio and television broadcasts. The University had set up 60 adult education centres in Punjab and Sind in 1975 on an experimental basis. This is now being expanded.

Besides these courses, the University establishes Study Circles, consisting of 25 Centres each, where the services of a trained teacher are made available to help the students whenever they feel any difficulty in the programme.

In recent years the University has been arranging television programmes for illiterate adults. About 423 television sets have been provided for this purpose, out of which 37 are for North-West Frontier Province. The television pilot projects started in 1974 and 1976 and about 24,000 adults benefited from them.

Research

No research work on a national level has so far been conducted in this field. However Seminars and Workshops are held in which the problems and difficulties are discussed and solutions sought. During 1975-76, three Seminars were held at Hyderabad (Sind), Abbottabad (NWFP) and Muzaffarabad (Azad Kashmir). They were organized by the Federal Ministry of Education, Islamabad, and separate reports for each were prepared for future guidance. The need for research in the field of functional literacy is urgently felt and it is expected that some steps will be taken very soon for promoting research.

COUNTRY PROFILE OF PAPUA NEW GUINEA

According to the statistics published by the Bureau of Statistics in Papua New Guinea, the percentage of the literate population is 20 per cent. The figures available from 1966 census indicate that the percentage of the population of 10 years of age and above who were literate in English was 11.4 per cent, in Pidgin 12.23 per cent and in Hiri Motu 3.38 per cent.

The Education Plan 1976-1980 stresses the importance of adult literacy programmes in the country.

At present each province has one adult education officer whose job it is to act as co-ordinator between the adults in his province and the various departments and agencies which can provide expertise and training. Courses are run and participants are given training and help to set up community projects in such areas as poultry or cattle breeding, or small business operations. The Department of Primary Industries sets up local offices where it is needed.

A pilot project is planned to set up five centres in the country from which experts would operate and travel out to the surrounding villages to train villagers in specific areas. These areas would be determined by the local communities.

Several voluntary and religious organizations have conducted literacy programmes on a small scale in various regions of the country. Some of these programmes have been conducted in Pidgin or in the local vernaculars.

Training of personnel

In recent months, training workshops have been held for instructors from several language groups where the instructors have been trained in appropriate village technology as well as in teaching skills.

In the first year of the training programme (1976-77), 90 supervisors from ten different language groups were trained in appropriate technology and literacy teaching; 40 more were trained in the second year (1978). The appropriate training included gardening, composting, fish and cattle husbandry, poultry projects, hygiene and sanitation, sewing machine care and maintenance, house construction, nutrition, simple mathematics and metric conversion. First indications are that classes are going well. After the training, about 75 per cent of the participants go back to their villages to teach literacy and begin appropriate technology projects. Since those who are chosen to be participants are already leaders or recognized by traditional leaders, they tend to get the community behind their ventures.

There are many problems in the development of literacy programmes in Papua New Guinea. Among the most difficult problems, multiplicity of languages is a very prominent one.

Papua New Guinea presents problems for the language planner that are unparalleled in their complexity anywhere else in the world. The success of a vernacular education policy involving both children and adults must be open to justifiable doubts, but the pressure for such a policy is increasing. It seems that any major move towards an effective adult literacy programme will be dependent upon such a change of policy.

COUNTRY PROFILE OF THE PHILIPPINES

The out-of-school youth and adult education programme in the Philippines started in 1908. In 1936 the office of Adult Education was established. This was converted into a division of the Bureau of Secondary Education in 1947.

The Philippines has been achieving great success in reducing the rate of illiteracy. In 1948, the illiteracy was 40 per cent; it was reduced to 28 per cent in 1960 and further reduced to just 17 per cent in 1970.

Literacy progress was given great impetus through the Six-Year Intensive Literacy and Adult Education Drive Programme. This programme was in operation from 1965 to 1977. The objective of the programme was the promotion of social and economic development of the individual learners as well as of the community as a whole, through functional literacy activities. Many reading materials, including adult education primers in Tagalog, Cebuano and Ilocano, have been developed. Similarly various teaching combinations were employed, like adult and community education teacher co-ordinators, part-time adult education teachers, team teaching, student interns, teachers not in the public school system and the like.

The establishment of the office of Under-Secretary of Non-Formal Education is the manifestation of the political will and determination of the Government of the Philippines to develop adult and continuing education for the development of human resources.

Elementary education

Along with other levels of education and adult education, primary education received high priority. Under the "Return to the Basics" operation the Learning Continuum and the Experimental Curriculum were implemented for up-grading the elementary education. Many research studies and experiments were also carried out. These included the SOETEL Project for the Survey of Outcomes of Elementary Education, the Experimental Elementary Education Programme, the Educational Television Programme and the Pilot Learning Centres Programme in depressed areas.

Foundation for Youth Development Programme (FYDP)

The Foundation for Youth Development Programme was launched in 1966. It aims at the development of out-of-school youth as a whole, and is designed to contribute toward the overall national objectives of meeting today's socio-economic and civic problems through functional literacy and lifelong education, and of integrating

in the education of out-of-school youth and adults, practical activities designed to improve their earning power as well as their usefulness as citizens and members of their community.

In order to help the youth and adults develop fully their potential for self-realization, FYDP has adopted a four-pronged programme of activities, namely: (1) training of non-formal educators and out-of-school youth and adults; (2) production of learning materials; (3) research and evaluation; and (4) dissemination. To maximize benefits from each of these programmes FYDP observes two guiding principles: first, the multiplier effect or chain-reaction outcome, and second, the cost-benefit element. Non-formal education, including functional literacy, has made remarkable success in 1977 and 1978. Numerous surveys, research, seminars, training sessions, and meetings have been organized and several publications have been brought out including primers and other reading materials. The year's work on non-formal education has revealed that the system could be an excellent means for furthering human development - that it is being integrated in the vast range of development programmes and that it provides the masses of individuals with the means to attain their goal.

Problems

Nevertheless, there are still many problems confronting the literacy education programme. Some of the prominent ones are:

a) lack of motivation on the part of the adult learners;

b) poverty;

c) unrelatedness of what is taught to the needs and interests of the learners;

d) lack of adequately trained teachers, and poor teaching;

e) lack of funds.

COUNTRY PROFILE OF THAILAND

Thailand is in an age of rapid and accelerating change. It is facing the problem of economic and social maldistribution of resources, which tends to discriminate against the rural population.

Thailand's functional literacy programme attempts to provide learning opportunities and activities focused on the needs and problems of the rural people. It seeks to generate attitudes and techniques which will liberate adult learners to examine their life conditions, identify problems and probable causes, investigate alternative solutions, and decide on a course of action based upon an analysis of their own experiences, resources, community context, and technical inputs.

Training of literacy personnel

A majority of Thai functional literacy facilitators are formal school teachers who are volunteers or are recruited to work in the programme. The responsibility for their training lies with the Adult Education Division, Department of General Education, Ministry of Education. Usually the Adult Education Division trains regional educational supervisors from the Department of General Education who, with assistance from the Adult Education Division, train the actual literacy facilitators.

Pre-service training of seven days is given to all the teachers before the assignment and after three months a follow-up in-service training is given.

The structure of the training workshop is participatory and learner-centred. It is always attempted to make the training matched with the basic educational principles of the country. The trainees are given opportunities to work with groups of illiterates, under guidance, and are also provided with a handbook and resource materials at the end of the training.

Training problems

There are many training problems, the majority of which will probably never be completely resolved, but only could be managed to a greater or lesser degree. What is needed are pragmatic tools with which to approach the following two major problems:

a) the persistence of educational assumptions, among both trainers and trainees, which lead them to closed, directive and teacher-centred practices;

b) the gap between training theory and training practices.

Research in literacy

Among the important research studies in literacy, two independent research studies conducted, one in 1971 by an outside research committee and another in 1974, were very revealing. The 1971 study indicated profound change among the learners in concepts related to family planning and agricultural practices. The study of 1974 showed the average Thai language and mathematical skills of Functional Literacy Programme graduates to be lower than the national average of grade IV students in the school system but higher than that for grade III students.

In 1975, two additional research efforts were undertaken. The first indicated that (1) the literacy retention rate among Functional Literacy Programme graduates was lower than that of grade-IV graduates from the regular school system (both groups being tested three years after graduation) and (2) the literacy retention rate among both Functional Literacy and grade-IV graduates residing in communities which had a Village Newspaper Reading Centre was greater than those without a centre.

The second stage of this study was an attempt to determine gains with respect to problem-solving (*khit-pen*) skills.[1] The data gathered here are currently being analysed and results should be available soon.

At present the Adult Education Division is in the preliminary stages of developing plans to undertake an extensive action on research programmes that will lead to a model for integrating adult education functional literacy programmes with other development services (e.g. agriculture extension, and health). This programme will be undertaken with the support and collaboration of the Southeast Asia Ministers of Education Organization (SEAMEO).

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1. *Khitpen:* a transliteration from the Thai language meaning 'know how to think'.

COUNTRY PROFILE OF THE SOCIALIST REPUBLIC OF VIET NAM

Liquidation of illiteracy stands out as a constant revolutionary concept, policy and action in the Socialist Republic of Viet Nam.

Even during a long period of struggle against external enemies, Viet Nam had been developing literacy programmes with the aim, on the one hand, of training and improving the cadre then in charge of the essential tasks of the resistance and national construction, and, on the other hand, of raising the standard of learning of the labouring people as a basis for ideological and political education, science and technique propagation.

Within a short period of time after liberation, one-and-a-half million people in the South of Viet Nam learnt to read and write. At the same time, consolidation and improvement in the literacy programme in the North of Viet Nam was also achieved.

Training of literacy instructors

Viet Nam has vast programmes of training, building and qualifying a body of cadres and teachers necessary for wiping out illiteracy.

Most of the teachers of literacy and complementary instruction classes are volunteers.

First of all comes the big army of general literacy fighters. Their tasks are to teach their pupils to read, to write and to do simple arithmetic operations. For this minimum instruction, the teachers are trained through a few days' coaching on both theoretical and practical pedagogy with such subjects as:

- the significance of the literacy effort;
- teaching methods on reading, writing and reckoning;
- how to induce people to learn and how to organize literacy classes.

To facilitate the teachers' work, short synopses are printed as complementary material to the basic school books. They summarize the teaching process so as to help the teachers to teach the pupils to recognize the letters used in Vietnamese writing, to put them together into syllables and words, to read and then to write.

The regular training of complementary instructional teachers from the first to the third degree is carried out in long-term normal (teacher education) school. The graduates from the normal schools with specialization in complementary instruction are assigned to schools meant for cadres and exemplary youths, or they may be

assigned to look after complementary instructions in a factory, in a State farm or in a commune. The training includes disciplines like psychology, and methodology of teaching.

The third type of training is for the engineers, technicians, cadres and other qualified people who are led by their revolutionary spirit to volunteer for teaching complementary instructional classes. They are briefed on the content of the programme, the use of textbooks, and the learners' characteristics. In the course of their teaching, they can attend seminars and annual study classes and improve their teaching methods through the periodical *Bo tuc van hoa* (Complementary Education).

Research in literacy

Scientific research on the education of grown-ups is closely linked to such problems as defining the content of the literacy efforts, how to raise the labouring people's cultural level and the training and enhancement of the teaching body.

The following steps are taken for conducting studies:

- to get throughly acquainted with the revolutionary policies arising from the new conjuncture;
- to investigate the reality so as to assess the needs for instruction with various categories of learners and the possibilities to meet these needs;
- initial elaboration of programme and pedagogic materials;
- experimental application of the programme of study and of the newly conceived school-books for experiences to be drawn;
- correction of programme and pedagogic documents which are then introduced to teaching on a larger scale.

From 1946, at every important turning point of the Vietnamese Revolution, new programmes were elaborated and new textbooks compiled to meet the new political situation and task. The current programme and textbooks have been in use since 1976.

In 1972, a book "Some Characteristics of Learners, and Some Problems Concerning Complementary Instruction Dispensation" was published.

Another book has been published called "A Method for Teaching Vietnamese to Ethnic Pupils".

Thus in the past years, scientific research at the service of the literacy effort showed great merit in its practicability, the results being progressively put into application as the research proceeded. On the other hand, the great shortcoming lies in the fact that the organization of research is not yet possessed with a large structural basis, the theoretical level of research is still rudimentary, its material basis still short, and scientific information rather slack.

The Ministry of Education in Viet Nam is establishing a "Commission for the Reform of Complementary Instruction" in order to study the problems arising in the work of adult education in the new period of national development.